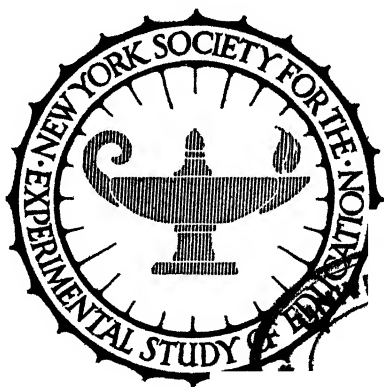

PROCEEDINGS
OF THE ,1926 SPRING CONFERENCE
CONDUCTED BY THE NORMAL SCHOOL
AND TEACHERS COLLEGE SECTION OF
THE NEW YORK SOCIETY FOR THE
EXPERIMENTAL STUDY OF EDUCATION

PROBLEMS
IN TEACHER TRAINING



WORLD BOOK COMPANY
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THE HOUSE OF APPLIED KNOWLEDGE

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THE NORMAL SCHOOL CONFERENCE OF

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for Teachers
Professors and Instructors in Teacher-Training
Schools
Supervisors of Teacher Training
Training or "Critic" Teachers
Demonstration School Teachers
Officers of Student Organizations in Normal
Schools and Teachers Colleges

Under the Auspices of

THE NORMAL SCHOOL AND TEACHERS
COLLEGE SECTION OF THE NEW YORK
SOCIETY FOR THE EXPERIMENTAL STUDY
OF EDUCATION

HOTEL PENNSYLVANIA
NEW YORK

Friday, May 14, and Saturday, May 15, 1926

INTRODUCTION AND ACKNOWLEDGMENTS

IN the month of May, 1925, the Executive Committee of the New York Society for the Experimental Study of Education, acting on a suggestion made by the writer, authorized the organization of a Normal School and Teachers College Section. Subsequently the officers of this society appointed him as organizer and instructed him (1) to take steps to enlist the interest of possible members in the formation of such a section, (2) to appoint an executive committee, and (3) to proceed to set up a program for the year. Acting on this commission, he called representatives of a number of public teacher-training institutions in the metropolitan district to a meeting at Washington Square early in December. At this meeting, attended by a dozen delegates, the first definite move was made to perfect an organization of the new section.

The first public program conducted under the auspices of the section was held in the Judson Memorial Chapel, Washington Square South, on Friday evening, January 15, 1926. An audience of several hundred administrative officers and instructors, representing a dozen teacher-training institutions, assembled to hear Professor Hughes Mearns of New York University on "The Development of the Creative Impulses of Children."

Encouraged by this response, the Executive Committee came together in early February to coöperate with the chairman in planning a Spring Conference of the Normal School and Teachers College workers of the eastern seaboard section adjacent to New York. The response of interest was most gratifying. As soon as the program could be completed and dates agreed upon, it was at once evident that every normal-school president in striking distance of New York could be counted upon to lend his official support in insuring the success of the meeting. State Commissioners of Education and City Superintendents of Schools also expressed their interest and volunteered official coöperation.

Superintendent William J. O'Shea of the New York City school system, Assistant Superintendent Gustave Strau-

benmüller, and District Superintendent John S. Roberts, in charge of the Training Schools for Teachers of New York City, not only offered the chairman and committee the benefit of their counsel on details of the program, but gave their official sanction to the closing of the three municipal teacher-training institutions of the city on Friday, May 14, in order that the entire administrative and instructional staffs of these schools might get the full benefit of the Conference by personal attendance upon its deliberations.

President Van Aken, of the New York Theory Teachers Association, and President Kain, of the New Jersey Normal School Teachers Association, gave the heartiest possible official coöperation and support to the program.

Approximately four hundred fifty normal school officers and teachers were in attendance, representing thirty-five teacher-training institutions in nine states. Many persons have expressed the opinion that this was the most representative gathering of normal school workers ever assembled for a serious conference in the history of these schools.

The aims of the conference were clearly set forth in the printed program, and the chairman was so fortunate as to command the fullest coöperation of all the speakers in achieving these aims. Every address was terse and pointed, and the time limits set for the several speakers, and printed in the official program, were rigidly enforced, with hearty coöperation from all who had been assigned places on the program. It is a singular fact that in a list of sixty-five speakers invited to participate, only three found it impossible to be present in person, and that each of these sent a capable substitute.

When the conference was concluded, a number of the participating institutions sent to the secretary of the society an almost 100% membership registration accompanied by checks for dues, and, with these, requests that the proceedings of the conference be published and made available.

With the full coöperation of all the speakers, it was not difficult for the chairman to collect, to compile, and to edit the material here presented. The reader will please remember that this conference was set up primarily to acquaint the members of the guild with the policies and programs now in

operation in the participating schools, and not to offer an immediate solution for all the problems presented. The officers and the Executive Committee of the section are planning a long series of follow-up studies and annual conferences for the purpose of contributing, if possible, to the continued improvement of normal school and teachers college service.

The chairman and the members of the Executive Committee wish to express their deep appreciation of the cooperation and assistance of all who helped in any way to insure the success of this difficult undertaking. They wish in particular to make acknowledgment of their indebtedness to the speakers, and especially to the thirteen student representatives who reported on the various schemes of student-faculty cooperation in the several institutions in Maryland, Pennsylvania, New Jersey, New York, and Connecticut.

It is hoped that the publication of these proceedings may accomplish something more than merely the broadcasting of information about normal school policies and practices, that it may increase the sense of professional fellowship and interdependence among all who are perplexed and baffled by the problems which are presented in increasing numbers to the teacher-training institutions of the country.

The publication of these proceedings was made possible by the early enrollment in membership of many normal school teachers and officers who attended this first conference held under the auspices of the Normal School and Teachers College Section of the society. If an adequate membership of normal school workers can be secured as a source of steady annual income, the Executive Committee can issue each year a new volume of proceedings of increasing value to all persons working in teacher-training institutions.

In conclusion the Editor wishes to express his regret that the publication of these proceedings should have been so long postponed by reason of delays involved in assembling the material for Part One of this volume.

AMBROSE L. SUHRIE, *Chairman*

FRIDAY MORNING PROGRAM

Nine-Thirty in the Butterfly Room, Hotel Pennsylvania

AMBROSE L. SUHRIE, *Presiding*

Introductory Remarks by the Chairman

THIS conference is opening under the most favorable auspices. The secretary has counted over four hundred persons already here. Representatives are here from Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, and Maryland State normal school systems, and officers and teachers from the New York City and Philadelphia normal schools are here in force.

The program announced has been prepared after receiving the best counsel of the officers and faculty representatives of many institutions. We hope it may be carried out most successfully and in the coöperative spirit in which it was set up. You will observe that the corps of speakers is thoroughly representative of the teacher-training institutions of the metropolitan district, and includes many who have come from some considerable distance. After typing the copy for this program, with its long list of topics and speakers, my secretary remarked: "This is certainly to be a long conference; it reaches from Boston and Providence to Philadelphia and Baltimore." I might add that we have secured hearty coöperation from points as far removed as Puget Sound.

This conference is opening on time, and each session will be concluded on time. The size of this gavel now silently attests the reasonableness of that prophecy.

Let us not lose sight of the main purposes which have been announced:

1. To disseminate information concerning prevailing policies and practices of teacher-training institutions participating in this conference.

2. To define more clearly the common problems, administrative and instructional in those institutions.

3. To lay the foundations for inter-institutional coöperation in the solution of these problems.

Let no one be impatient if the speakers do not solve all of our problems in these five- or ten-minute addresses. Our main purpose just now is to find out what the present situation is — to get a substantial basis of fact. Then the solutions can be worked out in the future with the coöperation of all.

In presenting the first speaker, the distinguished Superintendent of Schools of New York City, who will presently be greeted by all the teachers and officers in the three normal schools of this city, as well as by visiting delegates from more than a score of other normal schools and teachers colleges, I wish to make public acknowledgment of his official assistance and coöperation. The Superintendent and his official associates have left nothing undone to insure the complete success of this meeting. Ladies and gentlemen of the conference: Dr. O'Shea.

1. A WORD OF WELCOME

WILLIAM J. O'SHEA

Superintendent of Schools, New York City

Professor Suhrie,
Ladies and Gentlemen of the Conference:

I assure you that it is a genuine pleasure to be here. It is a welcome opportunity to say a word of cordial greeting and good will.

After all, it is a truly mighty task to which we are called to address ourselves. It is indeed a grave responsibility which we assume when we attempt to train the teachers of a nation's schools. The influence for good which we may have upon the lives of millions of boys and girls is surely beyond human reckoning. The painstaking effort required of us must, therefore, be very great if we would in any adequate measure fulfill our mission.

Still, despite all of the energy and the time which one expends upon this fundamental matter of education, there must come to each and every one of us a feeling of inner satisfaction that the high privilege is ours to serve in so influential a cause. It must be with a sense of real pleasure that you gather together at this great conference to think upon weighty matters, matters of concern not only to your own communities, be they large or small, but also to the country at large. It is to be hoped that there may come from these meetings of the people's servants gleanings of moment for the schools you represent, and fresh viewpoints that shall tend to stimulate all to greater endeavor and usefulness.

Permit me once more to tell you how pleased I am to be here with you, if only for a few minutes. Let me say in closing that I trust you will embrace the opportunity, if time afford, to visit some of our schools. Many new buildings, splendidly equipped, have been recently erected. A call at any one of them will be appreciated, and, I am confident, will prove mutually helpful.

2. METHODS OF SELECTING STUDENTS FOR ADMISSION TO TEACHER-TRAINING INSTI- TUTIONS

a. REGULATIONS GOVERNING ADMISSION TO THE NORMAL SCHOOLS OF MASSACHUSETTS

FRANK W. WRIGHT

Director of the Division of Elementary, Secondary, and Normal Schools

THE following letter sent to the high school principals of the State of Massachusetts from the office of the State Commissioner of Education will tell its own story. I am also adding, for the information of the conference, the blank used in rating candidates on personal characteristics. (See page 221.)

DEPARTMENT OF EDUCATION
STATE HOUSE, BOSTON

May 7, 1926

TO HIGH SCHOOL PRINCIPALS:

The great excess of applicants on January 1, 1926, over the number that can be admitted to each of the different departments of the Bridgewater State Normal School, has made impossible the use of the existing plan of selecting students for admission. The situation must be met by a new plan of selection at this school.

Believing that both scholarship and personality enter into the qualifications of a successful teacher, the plan to be followed at Bridgewater this year takes into consideration both of these factors. In brief, the plan is as follows:

I. The existing rules with reference to the distribution of subjects as established by the Department of Education, and shown on the scholarship-record blank filed by the principal of the high school, are to be in force.

II. An evaluation of the scholarship and personality records of students as received from the high schools will be made on the following basis:

- (a) Scholarship to be allowed 75 points for 15 units of work;
- (b) Personality to be allowed 25 points.

As a basis of computing the scholarship record, a mark of A will be allowed 5 points; B, 4 points; C, 3 points; and D, 2 points.

The personality record, which will make up a total score of 25 points, includes 10 characteristics, exclusive of health. These are found on a blank filed by the high school principal. In evaluating these personal characteristics, $2\frac{1}{2}$ points will be allowed for a mark of "Superior"; 2, for "Good"; $1\frac{1}{2}$, for "Fair"; and 1, for "Poor."

No candidate can be considered for admission whose total score in scholarship is less than 55 points, and whose total score in personality is less than 18 points. The total combined score for scholarship and personality must be at least 75 points.

III. Each applicant must present evidence of having passed a satisfactory physical examination before admission can be gained.

IV. Since the attainment of a good standard by a series of examinations is somewhat more difficult than the attainment of the same standard by certification, the following rating will be used for examinations:

- A — 85% to 100%;
- B — 75% to 84%;
- C — 65% to 74%.

The Commonwealth of Massachusetts
DEPARTMENT OF EDUCATION
ADMISSION TO STATE NORMAL SCHOOLS

RATING OF PERSONAL CHARACTERISTICS

The principal of the high school last attended by the candidate is asked to send this statement with the duplicate school-record blanks by mail directly to the principal of the normal school that the candidate wishes to enter. The very careful analysis of the personal qualifications of the candidate will be appreciated.

To the Principal of the Normal School:

I hereby present for your consideration a statement concerning who is a candidate for admission to the normal school.

BASIS FOR JUDGMENT RATINGS (*Underscore Superior, Good, Fair, or Poor.*)

I.	Health,	Superior.	Good.	Fair.	Poor.
II.	Appearance,	Superior.	Good.	Fair.	Poor.
III.	Poise,	Superior.	Good.	Fair.	Poor.
IV.	Evidence of initiative,	Superior	Good.	Fair.	Poor.
V.	Quality of voice,	Superior.	Good.	Fair.	Poor.
VI.	Power of expression:				
	(a) Oral,	Superior.	Good.	Fair.	Poor.
	(b) Written,	Superior.	Good.	Fair.	Poor.
VII.	Traits and habits:				
	(a) Dependability,	Superior.	Good.	Fair.	Poor.
	(b) Industry,	Superior.	Good.	Fair.	Poor.
	(c) Cooperation,	Superior.	Good.	Fair.	Poor.
	(d) Disposition,	Superior.	Good.	Fair.	Poor.
VIII.	Any further statements that will be of service to the normal school should be entered here.				

Do you believe that the candidate is qualified to pursue successfully a course in a normal school?

. *Principal.*

. *High School.*

Upon the filing of complete records, either by certificate or examination, these records will be evaluated as above described, and the applicants to be admitted to the several departments of the school will be selected in the order of the total scores given. The rating in each subject for each year should be given in the scholarship record.

All high school records should be in the office of the principal of the school not later than June 15. Notification will be sent to each applicant on July 1.

Very truly yours,

FRANK W. WRIGHT,

Director of the Division.

**b. NORMAL SCHOOL ADMISSION REQUIREMENTS IN THE STATE
OF CONNECTICUT**

GEORGE SHAFER

Principal State Normal School, Willimantic, Connecticut

APPLICATION FOR ADMISSION

EACH candidate for admission to a Connecticut State Normal School is required to fill out an application blank (Normal School Form I) and send it to the principal of the normal school which the candidate wishes to attend.

Copies of this form may be secured by application to the normal school principals.

APPLICABLE TO ALL CANDIDATES

All candidates for admission must fulfill the following conditions:

Age: Be sixteen years of age or over at the time of admission.

Health: Be free from physical defects which would unfit her for the work of a teacher.

The acceptance of the applicant, all other requirements being met, is conditioned upon her satisfactorily passing a physical examination to be given at the normal school before

the opening of the school or as soon as possible thereafter. (See page 225.)

High School Graduation: Present evidence of graduation from a four-year course in an approved public or private high school, or possess an equivalent academic education (see High School Form 12).

ADMISSION BY CERTIFICATE

In addition to the requirements outlined in Section A above, the candidate for admission as a regular student, without examination, must offer evidence of having completed at least fifteen units of work, with an average standing of not less than 80 on a passing mark of 70 in the three required units of the senior year, according to a marking system which shall be applicable to all pupils in a given school. Of the fifteen units prescribed, at least ten must be taken from the following list, and not less than three from the same list must be taken in the senior year:

English	3 units
General Mathematics I	1 unit
General Mathematics II	1 unit
Algebra	1 unit
Geometry	1 unit
Social Studies (History, Civics, Economics)	1 to 3 units
Latin	2 to 4 units
French	2 to 3 units
German	2 to 3 units
Spanish	2 to 3 units
Physics	1 unit
Chemistry	1 unit
Biology	1 unit
Botany	} $\frac{1}{2}$ to 1 unit each
Zoology	
General Science	1 unit
Geography	} $\frac{1}{2}$ to 1 unit each
Physiology	
Hygiene	
Arithmetic	
Civics	
Astronomy	
Geology	

The remaining five units may be taken from any of the regular work of the school, except that no course of less than one-half unit credit will be accepted. It is advised, however, that a part of the five units be in Drawing and in Vocal Music.

ADMISSION UPON EXAMINATION

Candidates for admission as regular students who satisfy the requirements of Section A above, but who cannot satisfy the requirements of Section B above, will be admitted upon passing entrance examinations. Such candidates must offer for examination ten units to be selected from the list of subjects necessary for certification (see Section B). Candidates wishing to take examinations must present their applications not later than two weeks before the dates of examination. Should the standing of any candidate in any full unit of work be 85 on a passing mark of 70, the candidate will be exempted from examination in that subject, and credit so gained may be applied to the total needed for admission.

TIME OF EXAMINATIONS AND PRESENTATION OF CREDENTIALS

All applicants for admission upon certificate (Section B above) must present their applications properly certified to not later than the opening day of school in September, and all candidates for admission upon examination (Section C above) must present their applications for permission to take examinations, specifying the subjects and units offered, not less than two weeks before the date of examination. In 1926, examinations will be held at Danbury, New Britain, New Haven, and Willimantic on June 25 and 26 and on August 24 and 25.

SPECIAL ADMISSIONS

All applications for admission to the regular work of the Connecticut State Normal Schools upon other terms than those specified in Sections A, B, and C must be made directly

to the Commissioner of Education, State Capitol, Hartford, Connecticut.

GEORGE H. SHAFER, *Principal*

CONNECTICUT
STATE NORMAL SCHOOL
WILLIMANTIC

.. . . . 19 .

Dear

In accordance with the requirements for admission to the Normal Schools of this State, your { ward,
daughter, . . . ,
was examined on . . . , by a physician employed for the purpose by this school. The health examination as a prerequisite has been made necessary by the increasing demand of Boards of Education and school executives for teachers in sound health. Therefore, in the interest of economy and of personal well-being, the State Board of Education has established the health examination as one factor in the selection of future teachers. The physical basis for selection is a degree of health that will enable the teacher to withstand the daily strain of teaching, to resist disease, to recover from fatigue, and to maintain the cheerful classroom presence most beneficial to the pupils.

The examination revealed the following defects or conditions:

.. . . .
.. . . .
.. . . .
.. . . .
.. . . .

Because experience has demonstrated that such defects or conditions are serious handicaps to effective teaching, you are hereby informed that unless there are exceptional circumstances of which we at present have no knowledge, the application of your { ward
daughter cannot receive further consideration.

Respectfully yours,

....., *Principal*.

c. THE METHOD OF SELECTING STUDENTS FOR ADMISSION
TO STATE NORMAL SCHOOLS IN PENNSYLVANIA

HENRY KLONOWER

Director of Teacher Bureau, Department of Public Instruction, Harrisburg

THE fourteen State Normal Schools owned and controlled by the Commonwealth of Pennsylvania supply the elementary teaching force of the State.

Admission to any one of these normal schools is based on graduation from an approved four-year high school or equivalent training from an approved private secondary school.

Graduates of senior high schools in a school district maintaining an approved junior high school organization will be admitted on evidence of twelve units of preparation earned in Grades 10, 11, and 12.

A unit represents not less than 120 sixty-minute periods of prepared work, or the equivalent.

Until September 1, 1927, high school work completed prior to July 1, 1924, will be accepted on the basis of ninety-six clock hours of work requiring preparation.

Graduates of approved two-year high schools are entitled to not more than eight units of credit, and graduates of approved three-year high schools to not more than twelve units of credit, toward the standard admission requirement; provided, however, that such students, or other students having irregular entrance qualifications, may take examinations in additional subjects taken in course in county superintendent's offices in all counties having such students, at the close of the school year. These examinations will be given under the direction of the Credentials Bureau of the Department of Public Instruction, under a coöperative plan adopted by the Board of Normal School Principals, January 15, 1926. In case of failure in a subject, or subjects, the student, after additional study during the summer, may take a second examination in August at one of the normal schools or at any one of the centers where State examinations are regularly conducted, namely, Philadelphia, Harrisburg, Pittsburgh, and Scranton.

Under this arrangement students who complete the work of a four-year high school with a three-year rating may take examinations in fourth-year subjects and thereby receive credit equivalent to that of a four-year high school; graduates of three-year high schools with a two-year rating may take examinations in third-year subjects for credit in three years of approved high school work. All inquiries should be addressed to the Credentials Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

Credentials of all students entering the State Normal Schools on the basis of an approved four-year preparation shall be received and evaluated by the normal school; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Graduates of approved four-year high schools or of equivalent private secondary schools who desire admission to a State Normal School without examination must present a detailed statement of all studies pursued, including the time devoted to such studies, and the grades received. Blanks for such purposes may be secured from the principal of the State Normal School. These blanks should be filled out by the principal of the school which the student attended, or, where this is impossible, by the local superintendent of schools.

Until September, 1927, the holders of permanent and professional certificates will be given one credit toward admission as regular students in the normal schools for each subject of high school grade written on the certificate.

Advanced credit will be given for equivalent courses approved by institutions of collegiate grade, but no students may obtain a normal school certificate without a minimum residence of one year. (Teachers who have been granted credit for experience may finish with a minimum residence of one-half year.)

The usual health certificate required by law for the certification of teachers shall be presented by all applicants for admission. Applicants disqualified, by reason of physical

defects, from the successful performance of the duties of a teacher will not be admitted.

All applicants for admission shall present evidence of good moral character and ideals characteristic of the teaching service.

No candidate for a normal school certificate shall receive more than twenty semester hours of credit toward graduation for work done in extension classes or by correspondence.

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be given toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922)

The fifteen units of high school work required for entrance to the State Normal Schools may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction, and by tutoring under approved conditions.

Credit for entrance may also be secured by teaching experience in Pennsylvania public schools at the rate of three standard high school units for each year of successful teaching experience.

Whenever a teacher has earned the credits necessary for entrance to a State Normal School in any of the above ways or by any combination of them, four semester hours of credit on a regular State Normal School curriculum may be granted for each year of teaching experience in Pennsylvania with a rating of "middle or better" subsequent to meeting the entrance conditions up to a maximum of thirty-two semester hours, provided, however, that all credits thus given shall be conditional until the teacher shall have proved his ability to do the work of the State Normal School in a creditable manner.

In all cases in which normal school credit is given for teaching experience, the work remaining to be done shall be selected by the authorities of the normal school to secure the best development of the student in teaching power.

A minimum of one-half year of resident study shall be required of all candidates for graduation who are credited for teaching experience as outlined above.

Entrance and normal school credits based on teaching experience as outlined above will not be granted after September 1, 1927.

Credit for student teaching other than that done under the direction of the normal school will not be approved.

d. **REQUIREMENTS FOR ADMISSION TO THE RHODE ISLAND STATE
COLLEGE OF EDUCATION**

JOHN L. ALGER

President

RHODE ISLAND differs from other states in so many respects that it may be best to consider the differences rather than the similarities.

1. Students are admitted twice a year. This plan presents many advantages from the point of view of the training schools, where it results in a more even distribution of the demand made upon the facilities of these schools, as well as in other ways.

2. The College serves the entire state. Training schools are located in all cities and in all large towns. Every town and city has its definite quota for the admission of new students at the beginning of each semester. The state has for fifty-five years paid nearly the entire cost of traveling expenses of students coming from a distance of more than five miles from the College.

3. Each superintendent may nominate candidates for admission to the limit of his quota, together with as many alternates, and even a third list of second alternates. These nominations are based on high school records, on the judgment of the high school teachers, and on special examinations in some cases where the students come from several high schools.

4. The final selection is made by the College of Education, basing its action on the following :

- (a) Rank in the superintendent's list ;
- (b) The high school record ,
- (c) Personal fitness as shown by the records ;
- (d) Physical efficiency as shown by the physical examination ;
- (e) Mental efficiency as shown by the College entrance tests.

The personal-fitness index covers many qualities, but the high schools understand that an average is indicated where a quality named is not scored. The College prefers to have a fairly complete picture of the qualities of the student, instead of asking for a percentage on a few general qualities.

The physical examination is given by the College physician, and is of great value. Many unsuspected difficulties are found. Where possible, correction is insisted upon.

The entrance test includes a general test and a reading test. The first takes an hour, and the second ten minutes. The two together are found to give a fair valuation for the status of the applicant. With students from the leading schools the record corresponds very closely with that given by the schools. The general test is an intelligence test based on very simple questions in what are called the fundamentals, and on questions of greater difficulty in English and in American history. No attempt is made to examine students in the high school subjects, because for these subjects it is believed that the high schools should be responsible. What is wanted is rather a knowledge of how well the student is informed, and of his general mental capacity. A few questions in music and in drawing are included, partly in order to stimulate *practical* instruction in these subjects.

The very simplicity of the questions asked furnishes in many cases an unanswerable reason for the conclusions reached regarding admission.

5. It is worthy of note that the plan here outlined is really succeeding in its purpose, and is at the same time stimulating a desire on the part of capable students to enter the College. Superintendents welcome such a careful selection of those who are to be their future teachers, private schools approve

the fairness with which they are treated, all classes of schools are more careful as to their recommendations for admission, and the smaller communities are more eager than ever before to be represented. The solution of the rural-school problem will depend largely on training students from these communities as teachers.

By permission of the chairman of this conference, or, rather, at his request, I am including in this report a copy of our "Personal Fitness Index" blank which is sent to high school principals to be returned for each candidate recommended.

RHODE ISLAND COLLEGE OF EDUCATION

PERSONAL FITNESS INDEX OF . .

The principal and the faculty advisers are asked to aid in safeguarding the schools of this State by indicating on this sheet the reasons for the selection of the candidate named, by underlining those words in the list which seem to express in the best way the desirable qualities of the candidate. Where a quality is unusually well developed the word may be doubly underlined. Where it is apparently lacking, or not well developed, the word may be crossed from the list. Scholarship alone cannot justify the selection of a candidate for the responsible position of teacher.

INTELLECTUAL QUALITIES

Has good natural endowment. Accurate, alert, with keen perceptions and retentive memory. Has good power of generalization and analysis. Is logical. Naturally desirous of learning. Sincere and open-minded. Inventive and constructive. Rational, judicious, thorough. Capable of forming independent judgments.

HABITS OF WORK

Artistic and neat. Industrious, quick, responsible, purposeful, persistent. Economical of time and of materials. Adaptable, attentive, coöperative, decisive, executive, teachable. Regular and punctual in attendance.

PERSONAL AND SOCIAL CHARACTERISTICS

Conscientious, self-controlled, self-respecting, thoughtful, prudent, refined. Influential, independent, magnanimous. Faithful, helpful, loyal, trustful, congenial, courteous, harmonious, patient, respectful, tactful. Honest, honorable, truthful, genuine. Regardful of law and of social obligations. Pure-minded.

EMOTIONAL CHARACTERISTICS

Ambitious, buoyant, courageous, determined, earnest, hopeful, idealistic, reverent. Appreciative of the beautiful. Devoted to the right. Friendly, generous, kindly, forgiving, humble, sympathetic, well-poised. Insists upon truth. Tolerant, sportsmanlike, public-spirited. Has a good sense of humor. Has control of temper, tongue, and impulses. Enjoys work.

PHYSICAL CHARACTERISTICS

Strong and vigorous, with a well-developed body. Has good muscular control. Graceful in figure and in carriage. Has good eyesight, sound teeth, no physical handicaps. Voice clear and musical. Not a monotone.

EVIDENCES OF CULTURAL TRAINING

Habitually clear and correct in the use of English, both spoken and written. Has thoughts to express. Makes good recitations in class. Can write a clear, concise, correct business letter. Writes legibly and well. Habitually correct in spelling, punctuation, and sentence construction. Has formed vigorous, well-balanced reading habits.

SPECIAL ABILITIES

Can sing. Has a sense of pitch and of rhythm. Can read simple music at sight. Plays what instruments? Has studied drawing in the high school. Has some knowledge of the principles of design, of representative drawing, of simple perspective, and of the theories of color and of color harmonies.

Signed by, *Principal*.

Date 192 High School.

*e. QUALIFICATIONS FOR ENTRANCE TO TEACHER-TRAINING
INSTITUTIONS IN NEW YORK STATE*

NED H. DEARBORN

Director, Division of Teacher Training, State Department of Education,
Albany

A REGENTS' academic diploma or evidence of graduation from a four-year high school course approved by the President of the University.

An approved course for admission to teacher-training institutions as represented by either a Regents' academic diploma

or a local high-school diploma will include the following minimum requirements: English, 4 years; Science, 2 years; Mathematics, 2 years; History, 1 year, and, beginning September 1, 1928, two years of a foreign language, together with sufficient electives to complete the full four-year requirement aggregating 72 counts (15 units) or its equivalent. Such credentials must be accompanied by a complete statement from the principal showing all subjects completed and scholarship records received during the high school course. This record will be evaluated by the Department before approval is given for admission to teacher-training institutions.

f. REQUIREMENTS FOR ADMISSION TO THE STATE NORMAL
SCHOOLS OF NEW JERSEY

DON C. BLISS

Principal, State Normal School, Trenton, New Jersey

PRIOR to 1923 all graduates of a four-year course in approved high schools were admitted to the normal schools on presentation of a statement from the principal certifying that the applicant's record of scholarship in the high school was such that the principal believed the applicant would be successful in the work of the normal school and, if graduated therefrom, would become a successful and satisfactory teacher. The issuance of this certificate in the majority of cases became a more or less perfunctory matter. Practically all graduates of approved high schools who could secure a health and character certificate were certified with little reference to their intellectual ability. Many of these prospective teachers, when given the Thorndike intelligence test, obtained scores as low as twelve or fifteen, and at the same time were lamentably deficient in their knowledge of simple arithmetical principles and in their ability to use written or spoken English effectively and accurately.

Simple tests in fundamentals given in one of the normal schools revealed a situation that called for some drastic modification of the method of admission. Experience indicated

that a minimum score of 30 points on the Thorndike test was essential to meet the requirements of the prescribed course. Students with a lower rating were either dropped during the first few months or obliged to repeat the work of the first year. This was a most wasteful procedure. Division of the class into permanent sections with the proper numbers enrolled was impossible. Too large at first, the numbers ultimately became too few. Time and attention of instructors were partially wasted, to the detriment of students of superior ability. Worst of all, the value of normal school training was steadily depreciated. It became increasingly evident that some selective method must be employed to interrupt the vicious circle.

Various methods of admission were proposed, but the State Board of Education finally voted that all candidates for admission, in addition to the existing requirements, must be examined in English grammar and composition, spelling, and arithmetic at such dates as should be fixed by the Board. No candidate was to be admitted who failed to make an average of 70 per cent in the three subjects or failed to make 60 per cent in any one subject.

The principals of the normal schools were charged with the responsibility of preparing the test questions, conducting the examinations, and rating the papers. Despite the fact that a year's notice was given the schools of the state, little effort was made to prepare students for these examinations. As a result, more than a third of the candidates failed to make the specified grades, though the questions were of the simplest character. In no case were they above the level of the ordinary eighth-grade standard. The high percentage of failure was due to the assumption on the part of the school that knowledge of facts and processes, familiar to the pupil in the elementary school, would persist through the high school, even though unused. The fallacy of this assumption became apparent, and as a result much undeserved criticism of the high schools was made. In response to this criticism, there has been a general recognition of the importance of sufficient drill each year to maintain the pupil's knowledge of fundamentals at a minimum standard.

Admission by examination has now been in force a sufficient length of time to establish conclusively certain facts. Since the inception of the plan, no student at Trenton has succeeded in passing the examinations whose score in the Thorndike test fell below 30. Not only has the general level of intelligence been raised, but, as might be expected, the number of students desiring admission has actually been increased. Elimination after entrance to the normal schools has practically ceased, as those admitted are qualified to meet the requirements of the school. Instructors no longer are obliged to waste time in teaching the simple operations belonging to the elementary school.

There is a popular idea prevalent that only those unable to gain admission to college enter the normal school. A study of conditions in the class entering Trenton last September goes far toward disproving this assumption. Principals were asked to designate the quartile range in which their candidates stood during their high school career. The returns from the high school show that 33 per cent stood in the upper quarter, and only 5 per cent in the lowest quarter, of their classes. Evidently, so far as this class is concerned, no better prospective teachers could be secured. The selective entrance examination is partly responsible for this condition.

The wish to become a teacher, commendable though it be, is not in itself sufficient evidence of the wisdom of the choice. The only way to improve the schools of the state is to improve the qualifications of those who are to enter the classrooms. In the last analysis, the welfare of the children in the classroom must take precedence of every other consideration.

g. ENTRANCE REQUIREMENTS IN THE STATE NORMAL SCHOOL,
TOWSON, MARYLAND

LIDA LEE TALL

Principal

STUDENTS are admitted to the Maryland State Normal School at Towson in the following way :

Any student who is a graduate of a four-year high school of the first group may be admitted to the Normal School upon the presentation of fifteen points of credit. She may have taken either the general, academic, or commercial courses in the high school. The principal of the high school recommends her as a person of good moral character and studious habits, and records whether she was in the highest, middle, or lowest group of her class. In addition, the principal records whether she has engaged in any extra-curricular activities.

Because the graduation from the State Normal School is tied up under certification, the State Credentials Secretary examines the records of all students who send in applications from private high schools or out-of-state high schools.

The application blank must be witnessed by three friends of the applicant, who attest to their belief that the applicant will redeem his pledge to teach two years in the State in return for the free tuition and low cost of board. Out-of-state students are bonded for \$600, which is in addition to their board. If they do not redeem their pledge to teach two years, the bond is forfeited.

Upon entrance, each student is given a very careful physical examination. The school maintains a Health Service Department composed of a resident physician, a resident trained nurse, the physical-education instructors, and two members of the Hygiene Department. All the physical examinations of entering students are completed before the senior class is reexamined.

I am including an application blank which gives the information stated above, and a picture of the high school student in his high school work. You will observe that the completion of the records called for as indicated in these blanks requires the active coöperation of the applicant, of her parents or sponsors, and of the high school teachers and principal. This is not difficult for us to secure.

APPLICATION FOR ADMISSION

TO

THE STATE NORMAL SCHOOL

TOWSON, MARYLAND

(The first two pages of the blank are to be filled out by the applicant and others, as indicated, then forwarded to the high school principal or superintendent, who will fill out the other pages of blank.)

Date _____ 192__

1 Name _____ 2 Date of Birth _____ 3. Age _____

4 Home Address _____ 5. County _____

Street and City or Post Office

6. Secondary Schools Attended:

Name of School	Location	Years of Attendance	Date of Graduation
_____	_____	19____-19____	19____-19____
	Post Office		
_____	_____	19____-19____	19____-19____
	Post Office		
_____	_____	19____-19____	19____-19____
	Post Office		

7. College or Normal School Attended:

Name of School	Location	Dates of Attendance
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. If not a high school graduate, what grade of Maryland certificate do you hold? _____

9. Have you had any teaching experience? _____ 10. If so, how many years have you taught in Maryland under supervision? _____

11. Where and when? _____

Address	Date	Address	Date
_____	_____	_____	_____

12. Are you applying for junior or advanced standing? _____

13. Do you wish to be a boarding student? _____

14. If so, whom do you wish to be your roommate? _____

Name Address

PLEDGE OF SCHOLARSHIP STUDENT

AT

THE STATE NORMAL SCHOOL

TOWSON, MARYLAND

(The following pledge must be signed by all students entering any Maryland State Normal School)

In obedience to the Laws of Maryland and the By-Laws of the State Board of Education governing free tuition in the state normal schools, I hereby obligate myself to teach in the public elementary schools of the State of Maryland for at least two years after being graduated from the State Normal School at Towson, this teaching service to be rendered within a period of two years after such graduation, unless special arrangements are made with the county superintendent and state superintendent. In the event that I do not render all of the service required by this pledge, I hereby agree and promise to refund to the State Normal School \$300 for each year at the Normal School.

Signed .

I hereby assume responsibility for the financial obligation incurred above
by my { son
daughter
ward

.....
Parent, Guardian, or Sponsor

We, as witnesses to the obligations described above, hereby certify that the applicant is, to the best of our knowledge and belief, of good moral character and will honorably redeem the pledge to teach. We endorse his application.

Signed .

Name Address

Name Address

Name Address

(This page and the next are to be filled out by the high school principal or superintendent and forwarded directly to the State Normal School at Towson, Maryland)

Statement of High School Principal or Superintendent

CERTIFICATE OF RECOMMENDATION

This is to certify that is a graduate
 of the four-year $\left\{ \begin{array}{l} \text{general} \\ \text{academic} \\ \text{commercial} \end{array} \right\}$ curriculum of the
 High School, having completed the course in the year ; that
 . . he is a person of good moral character and studious habits, and that I
 recommend h . . . for admission to the State Normal School. . . was in
 the $\left\{ \begin{array}{l} \text{highest} \\ \text{middle} \\ \text{lowest} \end{array} \right\}$ third of a class of . . . students, and engaged in the
 Number
 following extra-curricular activities:¹

 This school was, during the time of h attendance, accredited by . .
 Date Signed
 Principal or Superintendent

SECONDARY SCHOOL RECORD

Years attended, 19 . . . -19 . . . ; 19 . . . -19 . . . ; 19 . . . -19 . . .
 Days attended, respectively, . . . ; . . . ; Passing
 grade, Grade required for recommendation to college,
 Length of recitation period, . . . min ; laboratory period, . . . min

¹Class office, debate, school paper, athletic association, basketball, football, volley ball, soccer, orchestra, glee club, boy or girl scout, military training, Red Cross, Boys' Reserve, club, employed

The following letter sent out from my office early in June will indicate the lines along which our institution is endeavoring to offer help and secure cooperation in working out the problems of preëntance subject-matter requirements :

MARYLAND STATE NORMAL SCHOOL
TOWSON, MARYLAND

LIDA LEE TALL, *Principal*

June 1, 1926

To the High School Principals of Maryland ·

About one fifth of the entering students at the Maryland State Normal School at Towson each year have been found to be at or below the eighth-grade ability level in fundamentals of arithmetic, English usage, spelling, or reading. This condition is a serious handicap to this school, which endeavors to build a professional education on the foundations laid in the elementary and high school, but a still more serious handicap to the students themselves who, because of these really minor defects, meet disaster in their courses in the Normal School and in their student teaching

A trial has been made, with marked success in many cases, of challenging these students to self-improvement and review work along the line of their defects, but, of course, this adds heavily to an already loaded program of studies. We feel that if, as seniors in high school, prospective normal school students could be adequately tested and made to see their own weaknesses in the above-mentioned fundamentals, they might be led to an earlier start in self-improvement work and thus enter the normal schools with a more adequate preparation.

To this end the Research Department at the Towson Normal School has prepared a test and self-improvement service that high school principals interested in the above plan may apply for. This consists of specially prepared tests with tentative standards which principals may use with prospective applicants. Students showing marked weaknesses along any line may then be given constructive suggestions toward self-improvement and review work before coming to the Normal School

The service now includes tests and suggestions in the following subjects :

Arithmetic Manipulations	Reading Speed
Arithmetic Problem Solving	Reading Comprehension
English Usage	Spelling

One high school has tried the plan this year, and we are pleased to report a fine spirit of cooperation on the part of its principal and staff

The tests are short but fairly comprehensive measuring sticks. They will locate general weaknesses. That is all they are expected to do. The prospective applicant must do the rest.

This service may be had for the asking by applying to:

LIDA LEE TALL,
*Principal, Maryland State Normal School,
Towson, Maryland.*

**h. REQUIREMENTS FOR ADMISSION TO THE TRAINING SCHOOLS
FOR TEACHERS IN NEW YORK CITY**

SAMUEL W. PATTERSON

Head of the Department of English, New York Training School for Teachers

THE requirements for admission to the Training Schools for Teachers of the City of New York, as stated in the official announcement issued by the Board of Superintendents, are as follows:

Candidates must meet *all* the following requirements (I, II, III, IV, V, VI):

I. The minimum educational requirements are:

(a) A candidate for admission to a training school must "present a Regents' academic diploma, or evidence of the completion of a four-year high school course approved by the President of the University or of the completion of an approved course of study in an institution of equal or higher rank as provided under the law." (Regents' Rules, Section 124, Amended March 28, 1918.)

Note: Candidates from other States or from non-public high schools in this State should have credentials of graduation from a high school or an institution of equal or higher rank, having a course of study at least equivalent to the high school course of study pursued in recognized schools of this State. Such credentials should be forwarded to the President of the University of the State of New York, Albany, New York, for approval.

(b) All candidates must take an approved high school course, which must include the following subjects:

	<i>Hours Required</i>	<i>Hours Required</i>
English { Literature Rhetoric Composition Grammar }	494	Civics (see Note 1 below) Algebra or Commercial Arith- metic 190 Geometry 190 Foreign Language (2 years) (see Note 4 below) 380
American History	190	¹ Science 380
Physical Training as required by the State Law		¹ Any two of the following: Physics, Chemistry, General Science, Physiography, Biology, Advanced Physics, Advanced Chemistry, Ad- vanced Botany, Advanced Zoology, Advanced Biology
Drawing (2 years)	152	
Music, (2 years), exclusive of choral or assembly singing	76	

Note 1. Students who graduated subsequent to January, 1923, must have also:

Civics, two hours a week for one year as a separate subject.

Note 2. The term "hours," as used above, means a recitation period of not less than 45 minutes.

Note 3. In English, the course must have been continuous throughout the four years.

Note 4. The requirement of a foreign language will go into effect for all applicants who desire admission in September, 1927, and thereafter.

II. Candidates must be at least sixteen and one-half years of age at the time of admission.

III. A physical examination, an examination in posture, and an examination in oral English will be required. Successful vaccination will be required, if necessary.

IV. Each candidate must present a certificate signed by the principal of the high school from which he graduates, in reference to his personality, health, habitual posture, and use of English.

Note 1. Clear and accurate speech is an indispensable requirement for license to teach. Applications should not be made by students whose speech is not thoroughly satisfactory in all respects. Applicants will be denied admission on account of careless or inaccurate enunciation, foreign accent, nasality, and other defects in oral speech.

Irrespective of their standing in academic and professional subjects, students in training school will not be promoted from term to term, nor graduated, unless their habitual use of speech is thoroughly satisfactory to the principal of the school.

Note 2. Only those candidates will be accepted and graduated whose personal habits of cleanliness, neatness, obedience, truthfulness, and other traits of character make them models for imitation by young children. As teaching requires an abundance of vitality, applications should not be made by those who are not in good health. Heart trouble and nervous disorders especially are likely to be aggravated by teaching.

V. No applicant will be admitted who refuses to sign a pledge of loyalty to the United States and to the State of New York, or has shown, in word or deed, lack of loyalty to the United States or the State of New York.

VI. Candidates must pass successfully the following written examinations provided by the State Department of Education, commonly known as Regents' Examinations:

- (a) English, four years, in one or more papers;
- (b) American History and Civics;
- (c) From the remaining prepared subjects, enough subjects to make five units. One unit of credit is given for an examination in a subject which requires five periods of prepared work, per week, for one year. A unit may be made up of fractions obtained by taking examinations in subjects which require less than five periods of prepared work, per week, for one year. One period of unprepared work is to be considered as equivalent to one-half period of prepared work in computing units.

i. METHODS OF SELECTING STUDENTS FOR ADMISSION TO THE
PHILADELPHIA NORMAL SCHOOL

EDWIN W. ADAMS

Principal

ALL candidates for admission to the Philadelphia Normal School are required to have graduated from an approved four-year high school and to have included as a part of the

160 semester hours necessary for graduation, the following minimum requirements:

English	28 points ¹	Hygiene	1 points
Social Studies . .	20	Physics or Chemistry	8
Foreign Language .	16	Drawing	4
Algebra	8	Music	2
Plane Geometry .	8	Physical Training .	7
General Science, Biology, Botany, or Zoology . . .	8		

In addition to the above requirements, no person is eligible for admission who has not received at graduation a general average of 75 or better and secured an average of 75 in English and Mathematics in the last year in which these subjects were taken. Graduates of Philadelphia public high schools who have met the above requirements are eligible for admission upon certification by the principal of the high school from which they have been graduated. Applicants from high schools other than Philadelphia public high schools must meet the above requirements and in addition pass with an average of 75 or better, entrance examinations in Mathematics, including Arithmetic, Algebra, and Geometry; English, and United States History, and Civics.

Since the number of applicants who may be admitted at the beginning of any semester is limited, by a ruling of the Board of Public Education, to 300, it becomes necessary to pro-rate, among the several high schools, the candidates to be admitted. This pro-rating is done on the basis of the general average at graduation, and makes possible the securing of those who stand highest on the list of applicants.

All candidates for admission are required to have passed successfully a physical examination which is given by the Division of Medical Inspection of the city school system, and also an examination for speech defects given by the Division of Speech Improvement. Candidates having remediable speech defects may be admitted on probation with the defi-

¹One period per week of "prepared" work or two periods of "unprepared" work, pursued for a term of eighteen weeks, constitutes a "point."

nite understanding that they must attend the speech clinic for one hour each day until the defect has been removed. Candidates having physical defects or speech defects which, in the judgment of the examiner, would interfere with their success in teaching are referred to a special reviewing board which has the authority to reject the candidate or to admit on probation.

Each applicant, before being admitted, is given an oral examination by a committee made up of members of the Normal School faculty. This examination is for the purpose of checking on personality and any other point which may have a bearing on the possible success of the candidate as a teacher. If the candidate does not meet the approval of this committee, the case is referred to a special reviewing committee of the faculty, which may decide to admit the candidate or advise withdrawal. If a rejected candidate protests the finding of the committee, the case is referred to the Superintendent of Schools for a final judgment.

All admissions to the Philadelphia Normal School are on probation for the first semester. Students who fail to measure up to the requirements of the school, or give evidence of their unfitness to become teachers, may at any time be requested to withdraw. Final decision in all such cases where protest is made is in the hands of the Superintendent of Schools and the Board of Public Education.

j. ENTRANCE REQUIREMENTS AT BRIDGEPORT CITY NORMAL SCHOOL

MARGARET KEILY

Principal

THE Bridgeport Normal School, maintained by the City of Bridgeport and certificated by the State of Connecticut, offers a two-year course of preparation for teachers for the elementary schools

The requirements for entrance to the Bridgeport Normal School are influenced by the acceptance of three main principles :

First, if the school is to maintain its standing as a state certificated institution, it must satisfy all requirements set by the State Board of Education for entrance to State Normal Schools.

Second, if the school is to justify its maintenance as a city-supported school in a state affording other and generally adequate facilities for the preparation of teachers, it must aim to produce teachers better equipped to serve the city's particular needs than teachers prepared through any other agency. Entrance requirements must be so designed as to reserve the resources of the school to the most promising material.

Third, if the school is to yield a maximum return on the investment represented in its maintenance by the city, it must, on the one hand, graduate enough teachers to serve the city's needs and, on the other hand, it must guard against the waste and probable disquiet of overproduction. Entrance requirements must so limit candidates for the course that the graduates in any one year may not be more than the city system can comfortably absorb, allowing a margin for the possible intaking of some superior teachers prepared elsewhere.

To these three aims — the maintenance of State standards, the selection of superior material, the limitation of the output — the requirements for entrance to the Normal School at Bridgeport are very definitely adjusted.

The state regulations for entrance to Connecticut normal schools are observed as minimum requirements for entrance to the city school at Bridgeport. Candidates for admission must be sixteen years of age, must present satisfactory testimonials of good moral character, and must be free from physical defects that would unfit them for the work of teaching. The last-named requirement must be met by the successful passing of a physical examination given by a physician employed by the school board. All candidates must present evidence of graduation from an approved four-year high school; Bridgeport modifies this regulation by limiting

entrance to graduates of the Bridgeport high schools, which graduates must also be residents of the city. The specific academic requirements prescribed by the state are accepted with this restriction: the State admits candidates to the Normal Schools either by certificate or by examination; Bridgeport admits on the certificate basis only, waiving the examination privilege. Accordingly, all candidates must present evidence of the satisfactory completion of fifteen units of high school work, ten of which are taken from a prescribed list, with an average of not less than 80 on a passing mark of 70 in the three required units of the senior year.

In the effort to secure to the Normal School the most promising candidates, the Bridgeport School Board maintains as a member of the high school staff a Director of Normal School Preparation, whose duty it is to regulate the size and quality of the class entering the Normal School. The present Director is a woman who, because of long and successful experience in the normal school field, is eminently well prepared for her work of advising. Working in close coöperation with the high school faculty, she interests herself in the vocational tendencies of the students, and comes very early in the course of preparation to know the students who are looking forward to teaching as a life career. Conference groups which center upon the Director's relations with the students who are planning to apply for admission to the city Normal School are formally organized in the junior year and scheduled with increasing frequency through the senior year. A regular attendance and satisfactory completion of all assignments in connection with these conferences are requisite to final recommendation. All recommendations for appointment to the Normal School come through the Director and represent a compendium of evidences—the scholastic record of the four-year course, the judgment of the high school teachers, the results of certain objective tests and other applied standards, and the general evidences of personal fitness registered with the Director through the series of individual and group conferences, being finally merged into a composite estimate of the candidate's probable success in the Normal School.

As a device for the expression of the high school teachers' judgment in the matter of personal fitness, a standard form of recommendation is used. For every applicant for admission to the Normal School, the home room teachers and all class teachers with whom the student has worked during the high school course file a completed form of this blank, a copy of which is here given :

1. Mental Characteristics
 - a. Mental alertness
 - b. Originality
 - c. Industry
 - d. Perseverance
2. Ethical Characteristics
 - a. Honesty
 - b. Straightforwardness
 - c. Self-control
 - d. Reliability
 - e. Self-reliance
 - f. Initiative
 - g. Clean-mindedness
3. Social Characteristics
 - a. Capacity for leadership
 - b. Public spirit
 - c. Courtesy
 - d. Intelligent coöperation
4. Personal Characteristics
 - a. Personal magnetism
 - b. Modesty — dress and behavior
 - c. Health
 - d. Punctuality
 - e. Home background
 - f. Promise of future success
 - g. Speaking voice (quality)
 - h. Enunciation
 - i. Attitude toward others
(kindly and considerate or aggressive
and unpleasant)

5. Grammatical English Form

6. Special Aptitudes

a.

b.

c.

Teacher

Scale of Marks :

A — Distinctly above average

B — Above average

C — Average

D — Below average

E — Distinctly below average

From these individual statements a composite estimate of teachers' judgments is compiled. A final rating is then given each candidate in consideration of all records — scholastic achievement, teachers' estimate of personal fitness, results of standard tests — after which applicants are ranked for appointment in order of merit as attested.

The third objective influencing the entrance requirements to the Bridgeport Normal, that of proportioning the product to the market, is met by a policy of definitely limiting the number of entrants according to the Superintendent's annual estimate of the probable need for new teachers in the city schools. On the basis of this estimate, the Bridgeport Normal School at present restricts its entering class to about 40 students; this is not, however, an arbitrary numbering, and will vary slightly above and below according to high school records.

These requirements for entrance to the Bridgeport Normal School aim in general to encourage to maximum efficiency an institution that, as the center of the public school system of the city, will justify the expenditure entailed in its maintenance.

k. A SUMMARY OF PREVAILING PRACTICES GOVERNING ADMISSIONS TO NORMAL SCHOOLS, AND A STATEMENT OF PROBLEMS RELATED THERETO FOR FURTHER STUDY

PAUL KLAPPER

Dean, College of the City of New York

THE outstanding merit of the topic assigned the present speaker is that it defines his task very clearly — to summarize prevailing tendencies and to indicate the field of unsolved problems that may profitably receive the earnest thought of those charged with the development of a progressive program of teacher-training. The criteria for admission that have been enumerated by the several speakers group themselves under four heads: 1. academic requirements; 2. health; 3. speech and voice; 4. character and personality. What, then, are the prevailing practices governing the admission of students to normal schools?

Academic requirements. The reports of the morning show that normal schools are setting up scholastic admission requirements not unlike those that determine college entrance. Approximately fifteen units of high school work must be completed in two groups of studies: (a) the prescribed, including mathematics, English, history, a foreign language, and a science; (b) the electives which open up the whole range of high school subjects.

It is still the common practice to accept students upon certification by a high school principal that the candidates have successfully completed the required amount of work. There is today a recognizable tendency to set up a definite degree of quality as well as quantity which students must attain in their high school work. This is done by demanding a general high school average of 72 or 75 per cent, or a grade of not less than 75 per cent in certain key subjects like mathematics or English.

Only a few normal schools give greater weight to scores obtained in intelligence tests than to high school marks. The experience of certain colleges gives some basis for the belief that in the case of pupils coming from most small-town high

schools and religious academies, the school marks are not so reliable in predicting academic success in normal schools as the scores obtained in carefully administered intelligence tests. With pupils coming from high schools like those in New York, school marks usually have greater predictive value than intelligence-test scores. At present, the intelligence tests are used as auxiliary rather than as sole or final measures of intellectual worth of prospective normal school students.

Health. Obviously health is almost as important a factor in wise selection of teacher trainees as scholastic attainments. Yet it was mentioned by only six of eleven speakers. The initiated know too well what a drain, especially in the elementary grades, classroom teaching makes upon the beginner. Nevertheless little or nothing is done to discover the physically unfit and warn them that their disabilities make teaching an unwise vocational choice.

An investigation recently conducted under the auspices of the United States Bureau of Education reveals the fact that 60 out of 118 normal schools make no mention of health as an entrance requirement, 17 require certificates signed by family doctors; 16 state that health is a requirement, but have no check-up; of the remaining 25, most letters require certifying to health signed by parents or high school principals, but only a very few give medical examinations by physicians in the employ of the teacher-training institutions. No such loose practices are tolerated in administering scholastic standards; what justification for permitting them in matters of health? Year after year, normal schools admit young women who lack the physical stamina and the nervous balance necessary in maintaining that emotional poise which is so vital in the control of young children. Impatience, lack of sympathy, discouragement, and forbidding austerity, so often seen in teachers, may be rooted deep in ill health.

Speech and voice. Supervisors of elementary schools set no small value on correct speech and a well-modulated and pleasing voice. It is therefore surprising that only three of the representatives who spoke to us this morning included quality of speech and voice among their admission standards.

Small wonder that one hears so frequently teachers with harsh, high-pitched, or raucous voices that run like wood rasps on raw flesh. Think of the sensitive child who cannot escape! How frequently does the classroom visitor hear *he don't, idears, between you and I, positive'ly, y'understan'*, and similar speech outrages!

Character and personality Clearly character traits, although mentioned by only six of the speakers, are the most important considerations that should determine the selection of teachers. In the investigation referred to above, 22 out of 118 normal schools in 44 states admit only those whose high school principals testify to their "good moral character." The principal indicates by appropriate checks the degree of such character traits as leadership and loyalty possessed by the applicant. Busy principals of large high schools, confronted by long blanks in the busiest season of the year, can give little that is positively useful. Of the 118 schools, 35 admit only those who can bring letters from "ministers and Y' secretaries," while 61 say nothing of character and personality requirements.

The most vital criterion is the most difficult to administer. Frequently high school classes are too large to permit even teachers to know their pupils intimately. The highly departmentalized system of instruction adds to this difficulty. A simple, reliable, objective test of character would solve our problem, but it is yet to be devised.

There seems to be a prevailing belief that a graduate of a high school who has achieved a creditable academic record gives evidence by her successful performance that she possesses an adequate measure of desirable personality traits. While our scientific studies do not prove this belief, they do tend to confirm it, for the correlation between intelligence and character seems to be very high.

The immediate task. The need of the hour is to evolve, first, a higher academic standard for admission that is in keeping with the entrance requirements of the best colleges but which is nevertheless more flexible and at least as selective; second, definite standards of health, speech, and personality capable of being administered or supervised by the

normal school; third, a system which gives the normal school a final and deciding voice in the admission and rejection of applicants.

THE OUTLOOK

The program here outlined will develop slowly for many reasons:

Too few apply for admission to normal schools. This statement is made despite the reports that the number of applicants to many normal schools is often 120 to 150 per cent of the capacity of the freshman class. Not until two, three, or even four applications are made for every available place can the normal school exercise real and effective selection.

Teachers' salaries are still too low to attract an adequate number and to act, in themselves, as a selective agent. Some thoroughly unprofessional high school teachers find surreptitious joy in discouraging their best pupils from entering our calling. The abler the pupil, the greater is the likelihood that through some teachers' actions he or she will be lost to our cause. While it is undoubtedly true that the conduct of these teachers can be shown to be defense mechanisms against professional incompetence, we nevertheless have no way of reclaiming the loss which they cause.

A second retarding factor in the realization of a progressive program for the admission of students is found in the fact that most normal schools are publicly supported. While most of us would not substitute private for public support of teacher-training schools, it is nevertheless true that subjective standards of health, speech, and personality are difficult to enforce in institutions that are essentially everybody's schools. It takes no little courage to fight small politicians who live on the small favors they can secure for small people. Can we reasonably expect teachers and principals to combat the politicians when tenure is indefinite, reappointment made annually, and salary increases dependent upon the actions of politically minded officials?

We must not look for rapid progress, because our laboratory technicians have not yet evolved objective standards of

speech and personality. These very vital matters are still decided by personal judgment, and who is to say whose opinion is free from capriciousness or even worse?

But there is no cause for an abiding pessimism. We have come to a clear realization of the difficulties that beset us. Here lies our greatest hope, for we have already taken the first step to insure future American youth a teacher of richer scholarship, lovelier personality, and more vigorous character.

3. PLANS FOR HELPING STUDENTS TO MAKE UP SUCH SUBJECT-MATTER DEFICIENCIES AS MAY REVEAL THEMSELVES AFTER ADMISSION

a. IN THE MAXWELL TRAINING SCHOOL FOR TEACHERS, NEW YORK CITY

CHESTER A. MATHEWSON

Head of Department of Biology

At the Maxwell Training School for Teachers, Brooklyn, New York, which is representative of the three New York training schools for teachers, we have for ten years been carrying on classes in which we have helped students to make up deficiencies in elementary subjects. Prior to this there had been discussion of the facts about these deficiencies, the reasons for their existence, the responsibility for them, and what should be done about them.

As a result of this discussion, classes were established in Geography, Grammar, and Arithmetic. These classes met weekly after school hours. Changes of various kinds have been made in the plans of these classes nearly every year, and are still being made as occasion arises. We have now a thoroughgoing plan, accepting as our job that of finding and removing weaknesses in students in the so-called fundamentals.

Classes are held in the following subjects:

Penmanship	Spelling
Oral English	Geography
Arithmetic	Grammar

These classes are not taught by the regular instructors. These organize and supervise the teaching, which is actually done by "junior teachers" who are second-year students in the school. All the teaching is now done during periods allotted for study in school time. Each deficient student uses all her study time in school (four hours weekly) for this work. If she is deficient in one subject, she uses the four hours for that. If she has more than one, the time must be divided.

The students are given examinations during their first semester to determine whether they need instruction, as indicated above.

In Penmanship they are required to attain the eighth-grade standard on the New York City Penmanship Scale.

In Geography they are required to attain the eighth-grade standard on such scales as the Hahn-Lackey, the Posey Van Wagenen, and the New York City Geography Standard Tests.

Department examinations based on the experience of the instructors are used in Oral English, Spelling, English Grammar, and Arithmetic.

The attitude of the students toward these classes is good. They no longer regard them as a punishment of a sort, but accept the results of the examinations on their merits, and go to work in earnest to remove their shortcomings. In recent years a strong incentive to pass the examinations and keep out of these classes has been provided by a plan for rapid advancement. Those admitted to rapid advancement save one semester. No one can be admitted who is not satisfactory in the fundamental subjects before the end of the first semester.

b. IN THE PHILADELPHIA NORMAL SCHOOL

JOHN L. WALDMAN

Department of Education and Psychology

DURING the first month of the first semester, all newly admitted students are required to take tests in the elementary subjects of Arithmetic, English, Geography, and History.

Students who fall below 70 in these first tests are advised that their deficiencies must be made up. They are supplied with copies of the elementary school courses of study in the subjects in which they have failed, and are instructed to prepare on their own initiative for reëxamination at the end of the first semester. Students who fail in any subject in this reëxamination are not permitted to continue with their class.

The questions for both these sets of tests are prepared by committees. The effort is made to have both sets of questions as nearly identical in difficulty as possible. The papers are marked by the same committees upon an agreed standard marking basis.

The results in the fall of 1925 were: In the first set of tests, failures occurred as follows: Arithmetic, 20%; English, 22%; Geography, 98%; History, 48%; in the second set, Arithmetic, 3%; English, 5%; Geography, 24%; History, 5%. The combined averages of all students in all subjects were: first set, 66.7; second set, 80.8.

c. IN THE PENNSYLVANIA NORMAL SCHOOLS

T. T. ALLEN

Principal, East Stroudsburg State Normal School

THE new curriculum, adopted by the Board of Normal School Principals in Pennsylvania and approved by the State Superintendent of Public Instruction, requires that all students, before receiving a final grade in English or Arithmetic, must equal eighth-grade standards of achievement in English (including Spelling) and Arithmetic.

The normal school principals feel that the obligation still rests upon the normal schools to turn out graduates who are well grounded in subject matter. We cannot hold the high schools responsible for this preparation. No matter how well grounded students may have been in the common branches at the completion of their elementary school work, it is inevitable that they will have forgotten much. President Eliot of Harvard University once said he felt sure he could

not pass the entrance examinations to the university, and yet he certainly was capable of acting as president of that great institution. High school graduates, even though they may have forgotten much, still may be good timber out of which to make teachers.

Our plan, accordingly, is to admit to the normal schools graduates of approved four-year high schools and to assume the responsibility for checking up knowledge of subject matter after entrance. We are going to give in the fall of 1926 tests in only English and Arithmetic. The graduates of approved four-year high schools will have had at least three years of work in Social Studies during their high school course and, accordingly, they come to us sufficiently well prepared in the field of Social Studies. In the special subjects, like Art and Music, they are very poorly prepared, because these special subjects are not as yet to any great extent taught in our high schools. We, accordingly, offer during the first semester in our various curricula fundamental courses in Music and Art, with credit. But all students who do not measure up to eighth-grade standards of achievement in English or Arithmetic will be required to take content courses in English or Arithmetic, without credit, and, as soon as they are able to measure up to standard, will be excused from further work in these subjects.

This is certainly a more humane method than to require for admission that entering students pass entrance examinations, or to require students after entrance on their own initiative to make up deficiencies in subject matter without definite instruction. This plan assures a knowledge of subject matter on the part of prospective teachers without imposing undue hardship upon them.

Then there is another factor in the situation in Pennsylvania, and that is this: with six thousand teachers in the Commonwealth who are not normal graduates or the equivalent thereof, we cannot afford to put up the bars too high. Otherwise, we might cut off the source of supply.

We have not yet worked out in detail the administrative arrangements under which make-up classes in English and Arithmetic will be conducted in the Pennsylvania normal

schools when the new course of study goes fully into operation. My thought is that those who do not pass the tests in English or Arithmetic shall be required to go into make-up classes in these subjects concurrently with the regular work of the junior year. Under our regulations we may assign to students three semester hours more than the regular semester load. I think that in the case of those who fail in both the tests it will be advisable not to assign them the full program for the first semester of the junior year. This doubtless would mean that they would have to return to summer school at the end of their junior year in order to even up the work.

- d. A SUMMARY OF PREVAILING PLANS FOR HELPING STUDENTS TO MAKE UP SUCH SUBJECT-MATTER DEFICIENCIES AS MAY REVEAL THEMSELVES AFTER ADMISSION, AND A STATEMENT OF PROBLEMS RELATED THERETO FOR FURTHER STUDY

HARRY A. SPRAGUE

Principal, State Normal School, Montclair, New Jersey

THE principal function of the state normal schools of New Jersey is to train teachers for the elementary schools, and for this reason considerable attention has been given to the preparation of candidates in the fundamentals of elementary education. In addition to the entrance requirements regarding age, health, character, personal fitness for teaching, and high school graduation, the normal school principals, in accordance with the rules of the State Board of Education, have held entrance examinations in English, Arithmetic, and Spelling. These examinations have eliminated approximately 30% of the candidates from entrance. After entrance all students who fail in 30% of a term's work are dropped from the school, and no student is permitted to repeat any course more than once.

At present, definite plans and materials are being prepared in order that we may proceed as follows :

1. Students are to make their own preparation in formal essential facts, preferably before entrance.

2. The normal school will furnish requirements and materials, including:
 - A Syllabi;
 - B Practice materials with directions;
 - C. Diagnostic tests covering practice sheets.
3. All students must finally pass tests with 100% rating.
4. Student individual preparation should cover the formal fundamental facts or skills in English, Arithmetic, Spelling, Penmanship, Place Geography, American History, and Elementary Science.

This procedure follows the technique of the Winnetka system of individual instruction. The materials will be obtained not only from our own departments, but from various other sources.

I wish to recommend the above plan,

1. In order to train students to assume responsibility and to form habits of self-improvement;
2. In order to promote thoroughness;
3. In order to economize time in our short two-year teacher-training course

At present much time is being spent reviewing and fixing the formal fundamental facts and skills which every student must learn for himself.

If we provide definite objectives, well-organized practice materials, clear instructions, and comprehensive diagnostic tests, considerable time should be saved in our various departments.

Having this common and solid foundation, all time thus saved may be well spent on the professional work of teacher-training.

4. CONTENT AND CONDUCT OF COURSES IN THE "INTRODUCTION TO TEACHING," INCLUDING THE PLACE AND FUNCTION OF OBSERVATION AND DEMONSTRATION

a. IN THE MONTCLAIR, NEW JERSEY, STATE NORMAL SCHOOL

ADELE CAZIN

Field Supervisor of Student-Teaching

THE purpose of the course in Introduction to Teaching at the Montclair State Normal School is largely to give to the students who are just entering the Normal School first-hand acquaintance with child nature and teaching practices. The course attempts to develop a conception of the aim of education and of the principles of teaching.

The work at the beginning of this course is presented for purposes of orientation. A study is made of the Normal School course of study. This gives a basis for selection of courses, and emphasizes the prominence of child study and methods of teaching. The building is inspected so that students may have some idea of equipment. An attempt is made to have students realize what the Normal School is to do for them, and also the student's responsibility to the Normal School.

This course gives practical exercises in methods of study. The purpose of this work is to establish habits of good study early in the course.

Special study is made of school spirit. Student organizations and student responsibility, individual as well as group, are discussed. Students take part in such activities.

More than four fifths of the time of the course is devoted to the study of children by observation in the demonstration school. The general procedure for all the work consists of directions for observation, with discussion, followed by observation and discussion of the observation. This is accompanied by reading on assigned topics and by group conferences.

Natural life contacts of children; pupil coöperation and participation; self-direction in study; recitation and conduct; learning by doing; questioning, supplementing, and verifying are phases of the work especially stressed. The place of motive in the teaching process, and the principles which underlie the selection of subject matter, are studied in the demonstration school.

As a final outcome of the course, students develop statements of the aim of education and of some of the more fundamental principles of teaching. This method, it is hoped, will give real meaning to such statements.

**6. IN THE EAST STROUDSBURG, PENNSYLVANIA, STATE
NORMAL SCHOOL**

C. J. NAEGLE

Head of the Department of Education

ACCORDING to the Pennsylvania State Course of Study for Normal Schools, 1920, the course in Introduction to Teaching was "to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes consideration of the different types of teaching service, the general aims of the public schools, and, more specifically, the work to be accomplished by the primary, intermediate, junior high, and rural schools, respectively, a brief sketch of the characteristics of children in these different types of schools, and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school, and its relation to the state, are emphasized. The instruction in this course is closely correlated with frequent visits for observation and participation in the Training School."

After five years of experience in this course, some departments of education in the normal schools felt the need of a restatement of aims in this course. A survey of the field revealed a wide variety of practice as far as this course was

concerned — a variety that was remarkable for the range of subjects that might be considered under such a course as this.

The committee whose task it was to revise the course and make recommendations to the state authorities changed the statement of the primary aim of the course — “to aid students in selecting a specific curriculum at the end of the first semester” — to the statement that “this course should bear somewhat the same relation to the whole field of education that general science does to the field of science. It should present to the student a rather broad ‘bird’s-eye view’ of the field in order to make it possible for him to become properly orientated early in his professional training.” The other general aims were little changed, but more attention was urged upon the personal characteristics required in the several fields of educational service, with special emphasis upon desirable traits of personality, intelligence, and special abilities.

A very broad interpretation of the technique of teaching, together with some study of the different types of lesson — information, thought, appreciation, etc. — is to be given, without entering into the details of teaching technique. The committee was rather conscious of the dangers involved in attempting to do with immature beginning students what could be accomplished only with those who are at or near the end of their professional training.

In the East Stroudsburg School, the course in Introduction to Teaching has always been given by members of the Department of Education, all of whom have had a rather wide public school experience. This latter qualification seems particularly desirable in those teaching this course.

The observation carried on in connection with the course is done in the campus training school and in the public schools of the borough according to a schedule formulated jointly by the training-school director and the Department of Education. A minimum of one hour per week is required throughout the year, and, in addition to this time, observations and demonstration lessons are conducted in the training school at the pleasure of the instructor in the course.

While Introduction to Teaching is to remain as one of the regular subjects in the revised curriculum for normal schools, it is the opinion of some of the people responsible for its administration that the time might be spent more profitably upon other materials and the student introduced to education more on the plan used in some other schools, notably that used in the State Normal School at Glassboro, New Jersey, whose scheme is outlined later in this report.

C. IN THE JAMAICA TRAINING SCHOOL FOR TEACHERS

LALLA H. PICKETT

Department of Education

In the three training or normal schools of New York City, much the same plan is followed in the beginning course for prospective teachers, known as Introduction to Teaching. In two of them a text is used in the hands of the students. In the other, references and library assignments only are used.

In the Maxwell Training School, two hours per week are assigned to the subject. For one hour all the freshman-class sections meet in the auditorium to hear a lecture by a specialist in the field of education and its allied interests. The directors of Music and Drawing of the city have talked to this group. The curator of the Natural History Museum, a representative from the Botanical Garden, and one from the Children's Museum have told the young teachers how these agencies can work in connection with the public schools.

The second hour each week assigned to the subject of Introduction to Teaching is spent largely in the classroom discussing topics from the text and assigned readings. Last year, toward the close of the term, the class was divided into groups of five or ten, and one day was spent in visiting various public schools in the vicinity in order to see the elementary school as a whole.

In the New York Training School in Manhattan, as in the Maxwell School in Brooklyn, the course meets twice a week.

One hour is spent in a general meeting of the whole class, with talks and addresses by principals of public schools, district superintendents, and by other well-known educators connected with institutions of higher learning. Various heads of departments within the institution discuss the interrelation of theory and practice in their various fields. An analysis of the origin of the school, its development, and the many-sidedness of the work in education in which the city is engaged is shown the students. This view gives students a background from which to choose later specialization. There is a very small amount of observation given in this course, such work being offered in a separate course. The course in Introduction to Teaching in both the Maxwell and the New York Training School is given by the principal, who is assisted by teachers and heads of the various departments in the school.

In the Jamaica Training School this year only one hour a week is given to this course, owing to the lack of classrooms. This is the first year that a course called Introduction to Teaching has been offered. This hour has been spent largely in class discussion. A text is used. An acquaintance with prominent living educators is stressed through discussion of their contributions. The work is much the same as in the other institutions.

Next year three hours per week have been assigned to Introduction to Teaching and Observation, under the direction of one person. It is planned to have the course closely correlated with the work of the Model School. Field trips to other public schools of the city are also planned. Participation of pupils will be arranged by assigning small groups to the grades of the Model School to assist in individual instruction, to give flash card drills, the two-minute drill, morning inspection, etc. These students can assist in securing supplies from the stock room, in taking attendance, in taking children to and from the building and playgrounds. Young men will assist in the athletic work. This participation is now being offered through the Physical Education department. The special departments in the school will be glad to help in carrying out the plan.

By way of summarizing the course, it is well to stress the following points :

1. Two hours per week are given to it.
2. Lectures and addresses by well-known educators.
3. Small amount of field work.
4. Little observation.
5. Its aim is actually to introduce novice teachers to the organization and many-sidedness of the business of education which they have chosen for their profession.

d. IN THE NEW HAVEN, CONNECTICUT, STATE NORMAL SCHOOL

J. L. MEADER

Principal

I. Aims of the Course

The purposes of this course are (a) to provide the normal-school student with an introduction to the profession — an initial “large view” of the whole, (b) to acquaint the student with the prerequisites for successful teaching in the several grades of the elementary school, and (c) to indicate to the student how the normal school seeks to develop these qualifications.

II. Time

1. First semester of first year
2. 20 40-minute periods of class work
3. Two months of half-day training (30 full days)

III. Topics Treated in Class Discussion

1. *The nature and importance of the teaching profession and the general character of normal school work*

Professional as compared with academic education

2. *The public school teacher*

- i. Necessary qualifications
 - a. Personal
 - b. Professional

- ii. How the normal school seeks to develop those qualifications through :
 - a. Professional courses
 - b. Subject-matter courses
 - c. Curriculum activities
 - d. Observation and practice teaching
 - e. Physical-education activities
 - f. Social activities
 - g. Assemblies
 - h. Ethical guidance

3. *The function of the public school*

- i. The meaning of education
- ii. The general purposes of public education in our Commonwealth
 - a. To make each individual a worthy member of our Commonwealth
 - b. To provide opportunities for complete self-realization on the part of each individual
 - c. To conserve the heritage of the race, physical, mental, ethical, moral, etc.
- iii. Desirable educational outcomes
 - a. Knowledge
 - b. Habits and skills
 - c. Mental powers
 - d. Ideals and attitudes
 - e. Interests

4. *Public school pupils*

Physical	} characteristics and differences at the various age levels
Mental	
Social	
Emotional	

5. *Different fields of teaching*

The classification of educational agencies; educational levels; facts regarding the magnitude of the public school population

6. *Course of study in the elementary school*

Scope of the work covered; justification of the present curriculum in terms of the foregoing aims and outcomes of public education

7. *The future of the teaching service*

Contemporary movements which will affect future teaching service

IV. *Training*

1. Two months of half-day training { November or
December
May or June
2. { One month in Kindergarten-Primary grades
One month in Intermediate-Upper grades
3. Student activity (observation and participation)
4. Participation :
Routine duties
Supervision of study groups
Teaching small groups of pupils

V. *Introduction Week*

A week of orientation

An opportunity for getting acquainted

1. Talks by Principal and Dean
2. Talks by faculty members
3. Intelligence tests
4. Series of subject-matter tests

VI. *Basic Books*

1. *An Introduction to Teaching*, by Bagley and Keith
2. *An Introductory Study of Education*, by Cubberley
3. *An Introduction to Teaching*, by Dearborn
4. *An Introduction to Teaching*, by Frasier and Armentrout

e. IN THE PHILADELPHIA NORMAL SCHOOL

ROBERT MACMILLAN

Principal, School of Practice

IN the Philadelphia Normal School the student is introduced to teaching during the first semester of the two-year course through a course designated as the "Teaching Process." This consists of three periods per week of class work and one period per week of observation in the school of observation and practice attached to the Normal School. The class work and lectures are conducted by members of the critic department of the Normal School, and the observation is conducted under their direction. Definite plans are being formulated to outline a procedure in observation which will provide objectives for the student in the observation and also arrange for different types of work for his observation. The observation period and its results become the center of discussion during succeeding classroom periods.

The course itself involves a discussion of the following topics :

- I. Aims and Objectives in Education
- II. Relation of Subject Matter of Instruction to Educational Objectives
- III. The Learning Process
 - (a) How Children Learn
 - (b) Individual Differences
- IV. The Teaching Process
 - (a) Relation of Conduct and Control to Educational Objectives
 - (b) Types of Classroom Exercises Analyzed
 - (c) Types of Lessons
 - 1. The Development Lesson
 - 2. The Textbook Lesson
 - 3. The Drill Lesson

4. The Appreciation Lesson
 5. The Project Lesson
 6. The Skill Lesson
 7. The Review Lesson
- (d) Measuring Results

f. IN THE GLASSBORO, NEW JERSEY, STATE NORMAL SCHOOL

MARION EMORY

Instructor in Education

SINCE the purpose of a normal school course is primarily to introduce students to teaching, it has not been considered desirable or advisable to designate any one course "Introduction to Teaching," nor has the task of teaching the subjects included in the recent textbooks on this general topic been allotted to any one teacher. All the instructors in the Glassboro Normal School not only teach subject matter, but also demonstrate before their own students approved methods of teaching the subject matter to the children in the training school. This procedure provides abundant opportunity for teaching incidentally and with cumulative effect the topics found in the textbooks on Introduction to Teaching.

Prior to entering the normal school, students usually develop considerable interest in teaching through contact with their own teachers in school, and through conferences with enthusiastic teachers about the advisability of taking up the work of teaching. The attitude of the home has led them to expect an altogether different type of work from that in which they were engaged in the grades and in the high school. Talks with normal school students, addresses by representatives from the normal school, and visits to these schools have also developed an attitude which leads them to look forward to this new type of work with expectancy. It would seem, therefore, that the entire faculty should be prepared to introduce these young people to the work of teaching in a manner worthy of their expectations.

Briefly, the method followed is this :

I. A new class entering the normal school is taken into the demonstration school to see pupils at work. These pupils are taught by the normal-school instructors. The normal students have, for these first few visits, no definite plan of observation; they are given no ready-made reactions; they observe the work and discover the problems of classroom teaching for themselves.

Following the observation, a conference is arranged at which the students report what they have observed, and note the difficulties which confront the teacher, and very particularly the problems which they must solve before they can hope to teach successfully. These unrelated problems are organized and form the basis for future study.

A few of the problems noted by students during the observation of arithmetic, English, and writing lessons immediately after entering school are appended.

Clearly some of these problems, perhaps most of them, belong to departments of the school other than the ones under which the observations were made. Such problems are referred to the proper departments. The different departments of the school coöperate in the solution of the problems, and thus much repetition and overlapping is avoided. The content of the courses in School Management, Principles of Education, and Psychology is, in large measure, derived from this source.

The students also are led to discover many personal problems through these observations. The Psychology Department assists them in solving such problems, as this department coöperates heartily with the work of the other departments and is fully alive to its opportunities and responsibilities for the formation of proper habits, developing forceful personalities, teaching pupils how to study, etc. This department also supervises the work of the "Big Sister and Big Brother" organization. Each student adopts a training-school boy or girl for a year and makes this child his own particular study. This work develops an appreciation of the need for studying individual children, and provides the

student with an experience and a skill invaluable in handling the 30 or more children that he teaches during his training period and in his teaching after graduation.

II. The second big step is the observation of units of work taught in the demonstration school after they have been planned in class by the students. This planning is done under the direction and with the help of the instructor. Again it is the normal school instructor who teaches the lessons. This time, because they have planned the lesson, the students observe with a knowledge of what they must look for. A period of discussion follows each observation to stress the strong parts of the lesson and to point out how weak ones may be strengthened. The supervising of this work does not fall to the lot of a methods teacher, for there is none as such. Each instructor teaches not only subject matter but also methods of teaching the subject matter in the grades.

During this period of their training, the students pursue a course in the History of Education, which consists largely of a study of contemporary school problems. The classes make visits to institutions for the deaf, dumb, blind, feeble-minded, and other types of schools organized to meet the need of special groups of retarded and bright pupils. These visits are reported from the platform of the school to widen the experience of all the students and to impress them with the bigness and worth-whileness of teaching.

III. In the senior year, the students are given two ten-week periods of practice teaching in the schools of the state. They are placed in classrooms under competent training teachers, who receive an added compensation for supervising the training. Supervisors of practice attached to the normal school staff observe at intervals to ascertain their progress and to give help to both training and practice teacher. Conferences, both individual and group, are held with students and critics.

Between these two periods is a ten-week interval at normal school during which the practice-teaching experience is interpreted and the students are assisted in overcoming their

weaknesses. (See Catalogue for course in Observation and Practice scheduled for senior year)

Finally, after the last ten weeks of responsible practice is completed and the students return to school again, they pursue a course in Principles of Education, where all their teaching experiences are brought together, surveyed, and reinterpreted in order that the work may be unified and thoroughly professionalized.

Through this procedure we hope to realize our two main aims: to interpret to the students the meaning of the institution; to introduce them to teaching in such a way as to develop the proper professional attitude.

PROBLEMS

1. How can we find out in what the pupils are most interested?
2. How can we get the children to assume responsibility?
3. How can we overcome snobbishness on the part of Thomson [lawyer's only son, with advantages]?
4. How can we develop the right sense of humor?
5. Would it be better for the class and Tony if he were placed in a vocational school?
6. What can we do to increase the vocabulary of these children? How can we better our own?
7. How could courtesy be taught? In connection with what subject matter?
8. Was the teacher justified in interrupting Mary's conversation to correct errors of speech? What other means might she have used?
9. How could this whole lesson have been made more interesting?
10. Why was there no discipline problem in this class?
11. What are some good devices for teaching number facts?
12. How can we prevent bright children like Thomson from monopolizing the recitation?
13. How can we keep the interest of pupils throughout the entire period?

14. How should Yonold [big, ponderous, morose, backward Italian] be treated?
15. Why did Sylvia stumble so in giving her speech?
16. How can we get children to take the initiative?
17. What subject matter can we take up to evoke response?
18. How can we bring the advantages of a visit enjoyed by a few to the others of the class?

g. A SUMMARY OF PREVAILING PRACTICES IN RELATION TO THE CONTENT AND CONDUCT OF COURSES IN THE INTRODUCTION TO TEACHING, WITH A STATEMENT OF PROBLEMS FOR FURTHER STUDY

WILLIAM C. BAGLEY

Professor of Education, Teachers College, Columbia University

It is a real privilege to be in attendance at this conference. Dr. Suhrie deserves our gratitude for organizing it, and he certainly has our warm admiration for his skill in carrying it through so successfully.

The reports that have been made this morning have been particularly valuable. The course known as "Introduction to Teaching" or "Introduction to Education" has come to be, within the past five years, an important curriculum-feature in our professional schools. I have a great deal of faith in the general theory upon which this development is based. At the same time, we should recognize, I am sure, that the course is still in an experimental stage. For this reason such reports as we have had this morning furnish one means of "checking" its results.

The principal functions of the introductory course, in my judgment, are three in number:

1. An orienting function;
2. A guidance function;
3. A vocabulary function.

For the purposes of orienting the prospective teacher in the complicated field that the work of education represents, a

broad and comprehensive rather than a detailed "first view" has much to commend it from the standpoint of theory. Once the field is seen in the large, the specific study of the separate parts should be much more effective.

The guidance function of the course is particularly important in the professional schools that provide differentiated curricula preparing for the larger departments of the teaching service. Even where differentiated curricula are not provided, the student, fairly early in his professional preparation, will do well to acquaint himself or herself with the various types of specialized work that the profession now comprises.

In speaking of the "vocabulary" function, I have in mind developing in the introductory course the more commonly used technical terms that the discussion of our professional problems involves. To lay the bases of our technical vocabulary in the introductory course should, in theory at least, effect a saving of time in the courses that follow. In the "surveys" that I have made of normal schools and teachers' colleges, I have been impressed with the repetition and overlapping in the so-called "professional" courses (educational theory, psychology, methods, and the like). I have hoped that the development of the course "Introduction to Teaching" might enable us to eliminate some of this repetition. I have wished, indeed, that we might condense in this course not a little of the material that we tend sometimes to spread out pretty thinly in the other professional courses, and in this way find more time for a broader professional treatment of the subject matter that the students will teach and for a heavier emphasis of the "laboratory" side of our work—observation, participation, and responsible student-teaching.

Whether or not the functions that I have named are the most important that the course could be made to discharge, I believe that they are worth consideration. I am sure, too, that we shall all watch with very great interest further reports from the normal schools and teachers' colleges regarding the actual influence that this course is having.

5. THE TEACHING PERSONALITY

GUSTAVE STRAUBENMÜLLER

Associate Superintendent of Schools, New York City

JUST as the great cathedrals in Europe, unsurpassed in beauty, were erected by architects and workmen who believed in what churches stood for, who worked under the influence of the religious spirit, and who were not mercenary, so we, too, can create an educational tabernacle equally beautiful, if we, too, have leaders and workers who believe deeply enough in what education stands for, who are imbued with the true educational spirit, and who will not be mercenary.

Teaching is an art, and not the least difficult or the least noble. If everybody trying to find a form for an idea is an artist, then the teacher is an artist. As such, he must defend the beauty of his art, for there is beauty in the teaching art as there is in painting, sculpture, and music.

Let us be careful not to permit the overzealous or those who have something to sell to revolutionize beauty out of our art. Let us make haste slowly in yielding to the importunities of those who wish to change and upset, lest we banish beauty from our art as the futurist painters, the cubist sculptors, and the jazz musicians have tried to drive it out from their arts.

The difference between a person and a personality has been well put as follows: *he is a person and he has a personality*; i e, he is and he has. Being a person is man's birthright: he is so by nature; he can be nothing else; he simply is. In the second case he not only is but he has something. Distinguishing characteristics have been added to his person, so that now he not only is but he also has

The teaching personality has certain definite characteristics which in part distinguish him from other personalities.

In judging a teacher, three outstanding factors come under consideration: his personality, his knowledge of subject matter, and his methods. Method can not be substituted for knowledge, and teacher-personality far more than learning makes him successful.

Personality stands first. It is the teaching personality that places one teacher above another. It is not knowledge

or methods alone that tell. It is ability to apply and use them in the right spirit, and the power to attract attention to them that counts in teaching.

Courses of study, methods, rules, regulations, devices, outside forms are necessary, but their value should not be overestimated. The real effectiveness of these means to an end is only attained when a teaching personality is behind them.

We have recently had tools for measurement placed in our hands whose use may yet develop into a blessing. I refer to the intelligence and achievement tests based on scientific methods. This step marks the greatest progress in education taken in many a day. It takes us out of the philosophical into the scientific stage of development. Where once we reasoned out educational matters exclusively, we now experiment with the pupils, analyzing and classifying them. Do not let us take a fling at these tests and measurements because they are not yet perfect, or because we do not know how to use them, or because their inventors have in some instances gone wide of the mark, or because they have in some cases introduced commercialism. If successful, these tests will raise the status of the teachers, in the eyes of the parents, immeasurably. We will, then, no longer be mere guessers, expressing unconfirmed opinions relative to our pupils. If these tests and measurements do nothing but call our attention to the different mental capacities of pupils, they will accomplish wonders for us and be a blessing to our pupils. Yet promiscuous and ill-considered experimentation is a great danger.

Unfortunately, a teacher is not judged by the influence of his teaching personality, by his ability as a character-former, and by his power to develop a right attitude towards work. Why? Because these things cannot yet be measured. That we cannot measure them is to be regretted, but for that very reason it becomes necessary daily to remind ourselves of the higher objects in education, and to impress them upon the prospective teacher. This admonition applies as well to the professors and teachers of education in our universities as it does to the teachers in the city and State training schools.

We are apt to forget in the slow, discouraging, heartbreaking daily work with its mass of details that we are also, and primarily, in a higher service, namely, that of education, which includes every side of a pupil's life, the spiritual as well as the practical.

Keeping the higher service in mind, including its sacredness, is one of the distinguishing characteristics in a right teaching personality.

Let us remember for our own benefit, and impress upon our teacher-pupils, that the work of teaching becomes narrowing, mechanistic, and disappointing if we give way to our daily routine and allow it to obsess us. Surrendering to routine not only decreases our power to accomplish the greater and more important aims of education, but it finally results in a lack of self-esteem and in self-depreciation, which are soon reflected by the outside world. The right teaching personality feels all this deeply, and hence shuns these dangers in personal contact with prospective teachers. He does not only preach: he acts upon his own advice.

Now, much of what I have said may seem commonplace, and much of it is commonplace. But so is the flower that blooms, and the sun that shines. But should we care to get along without either? The commonplace things are the indispensable ones, and they must be emphasized because they are apt to be overlooked.

What I have said is not for the elementary school teacher alone. The high school teachers, the training school teachers, the teachers of education in the colleges and universities must not forget that they must inspire and that they, too, need inspiration, so that they may plant its seed in hearts that will not only nurture it, but transmit it in full blossom to another generation.

Concluding Remarks by the Chairman

WE are ready to adjourn, and we are only a few minutes behind schedule. Every speaker's report has been heard. I want to take this occasion to thank the speakers, one and all, for their courtesy to the chairman in relieving him of the necessity of using this gavel. The meeting stands adjourned.

FRIDAY AFTERNOON PROGRAM

One-thirty in Butterfly Room, Hotel Pennsylvania

AMBROSE L. SUHRIE, Presiding

Introductory Remarks by the Chairman

It is very gratifying that the members of this conference have been so prompt in returning to their places in the conference hall. We have a good program arranged for the afternoon, and no disappointments in prospect. All the speakers are here. All of them are well prepared. Most of them have assured me that they can and will conclude their remarks within the time limits set down in the printed program. If the others need any assistance in doing so, the gavel is ready at hand and the chairman will not lack the courage to use it.

More than 450 persons were in attendance this morning. The attendance this afternoon will be larger.

Now let's give every speaker a good hearing.

6. STUDENT TEACHING: DISTRIBUTION OF CENTERS, TIME ALLOTMENT AND DISTRIBUTION IN COURSES, DIRECTION, AND SUPERVISION

a. IN THE STATE NORMAL SCHOOLS OF NEW JERSEY

BERTHA R. KAIN

Assistant Principal, Newark State Normal School

ONE of the interesting features in teacher-training in the normal schools of New Jersey is the extent of the field-practice work done by the students in all these schools. In the various normal schools in which there are opportunities for practice teaching in the demonstration school, the work is augmented by practice-teaching assignments in the public

schools of the state under carefully selected training teachers.

At the State Normal School at Newark this is brought about in the following way: The course is two years in length. During the first year, the students take an introductory course in teaching. At the beginning of the second year, the students are designated as Senior B's. The class is divided into two parts: one half remains at the normal school for a period of ten weeks to continue its work in theory; the other half remains at the normal school for thirty periods in an integrating course under the direction of the supervisors of practice. At the end of the thirty periods, or a term of two weeks, they are assigned to practice in the public schools of the state under carefully selected training teachers. These training teachers observe, direct, and constructively supervise the work of the students. During this period of practice, the students are frequently called together in various centers where they observe and discuss demonstration lessons. These demonstration lessons may be taught by one of the students, by a training teacher, or by the supervisor of practice. The supervisors of practice visit the students frequently in their various practice-teaching situations, observe their work, confer with training teacher and principal of the school in which they are practicing, and finally rate the student in practice work. At the end of the ten weeks, the sections alternate. The students return from the field of practice to continue the work in theory, and the other half of the class goes to practice. The theory work is greatly illuminated and clarified by this initial attempt in practice. In this work the theory teachers have an opportunity to check up the experiences of the students in practice, and the students have an opportunity to strengthen their apparent weaknesses.

At the beginning of the second term of the second year, the Senior B's become Senior A's. Again the class is divided, one half going to practice and one half remaining at the normal school to complete the course in theory. In the Senior A assignments a higher standard of attainment is set down for the student, and a greater responsibility is given to

her. The direction and the supervision of the Senior A work proceed as in the Senior B.

In order to bring the training teacher in the field in touch with the work in the normal school, the principal of the normal school frequently invites the training teachers to spend a day at the normal school. On such days the training teachers are invited to visit the classes in regular recitation, to observe and discuss demonstration work and confer on problems of teacher-training. In this way great unity and community of purpose are promoted.

When a student goes to practice, each training teacher is presented with a pamphlet published by the practice department of the normal school. In this pamphlet, suggestions and directions for the training of our students have been carefully and thoughtfully set down. They are given to the training teachers in order that the work may be uniformly guided. All this coöperation makes the twenty weeks of practice constructively educative. Each student has had two assignments in two different training teachers in two different schools and two different grades. The relation between the normal schools and the public schools of the state is a reciprocal one. Much mutual benefit is derived from this procedure.

6. IN THE STATE NORMAL SCHOOLS OF CONNECTICUT

L. D. HIGGINS

Principal, Danbury State Normal School

IN the four state normal schools of Connecticut, the training departments are certain units of the public school system in the town where the normal school is located. The courses of study and the administration of these schools are in the hands of the normal school authorities.

The time devoted to training varies between 17.5 per cent and 25 per cent of the student's normal school course. In Danbury it is 25 per cent. This time is divided into seven periods, four, in the junior year, of two weeks each,

and three, in the senior year, of four weeks each. The exact distribution of this time is shown in the following table:

	Sept.	Oct.	Nov.	Dec.	Jan.
Weeks	Stage V	Stage I	Stage V	Stage VI	Stage II
1 2	Senior X	Junior Y	Senior Y	Senior X	Junior Y
3 4	Senior X	Junior X	Senior Y	Senior X	Junior X

	Feb.	Mar.	Apr.	May	June
Weeks	Stage VI	Stage III	Stage VII	Stage VII	Stage IV
1 2	Senior Y	Junior Y	Senior X	Senior Y	Junior X
3 4	Senior Y	Junior X	Senior X	Senior Y	Junior Y

Each room in the training schools is in charge of a critic-teacher who at all times has one or two student-teachers in her room. Over the system as a whole is a supervisor of training-school work, and the work of the students is under the general oversight of a director of training. This dual responsibility is not ideal, but is being used while we are endeavoring to develop the training schools to a more satisfactory level.

Each student, during her training period, devotes the entire time to this work. She is in the school all day, performing assigned activities, making observations and teaching assigned lessons. She is frequently in conference with the critic-teacher. The work of each period is definite, each stage of course adding to the requirements that have been previously made. At each stage, also, there is an increase of the amount of teaching time required, until during the last month the student is expected to take the class at any time and carry it as long as requested by the teacher.

In addition to the regular work of training, classes or small groups of normal school students are taken to the training schools from time to time by normal-school teachers for purposes of observation. Demonstration teaching at these times is usually done by the critic-teachers, and the lessons are made the basis of subsequent class work. The normal school teachers of professionalized-subject-matter courses frequently visit the training schools and from time to time conduct conferences with individuals or groups of the training

teachers. Normal school instructors are not held responsible for the work in the training schools, but they are expected to keep informed upon it and to be prepared to help critic-teachers in interpreting the course of study or to inform the principal as to the work in their particular fields. Constant effort is made to foster a spirit of coöperation and helpfulness, realizing that both normal school instructors and training school teachers are able to give each other a sort of help that each needs.

C. IN THE NEW YORK CITY TRAINING SCHOOLS FOR TEACHERS¹

HUGO NEWMAN

Principal, New York Training School for Teachers

THE New York Course of Study for Training Schools provides for student-teaching in the second year (third and fourth semesters). About twenty weeks are spent by student-teachers in practice-teaching during this year.

The public schools of the city are used as practice schools in the assignment of students to practice-teaching. The general practice in assignment provides for an alternation of two groups of students, one consisting of third-term students, the other of fourth-term students. While one group is engaged in practice work in the public schools, the other group is pursuing its course at the Training (or Normal) School. The period of assignment to the practice schools varies somewhat in the different Training Schools. In the

¹ It would not be surprising if the reader of these proceedings were to become confused by the varying uses the term *Training School* is made to serve. That term is ordinarily used to designate one of the principal types of laboratory schools or departments affiliated with a teacher-preparing institution. In New York City the term is used to designate the teacher-preparing institution itself. That is to say, the term *Training School for Teachers* is here used to designate any one of the three municipal normal schools or teachers colleges; namely, the Maxwell in Brooklyn, the Jamaica in Queens, and the New York in Manhattan. There is confusing variation in the names used to designate the normal schools and teachers colleges maintained by municipalities, as evidenced by the list found in Table 2, page 357.

New York Training School the assignment is for five weeks in the public schools, alternating with five weeks in the Training School. The field is divided into four districts or zones: (1) that portion of the city situated south of Fourteenth Street, (2) the district lying between Fourteenth Street and Harlem River, (3) the Borough of the Bronx, (4) the Model School Department of the Training School. Students are assigned successively to these four districts, so that at the end of the year they will have had experience in teaching in all sections of the city provided for by the Training School. In this way our students become acquainted with the conditions and special problems to be found in widely varying types of school environment and school management.

To each group of students is assigned a supervising teacher known as critic-teacher. The critic-teacher visits the schools to which students in her group are assigned, and observes the work done by individual students. Her special duty is to see that theory and practice are properly coördinated. Each student-teacher is expected to do four types of work in the school to which she is assigned:

1. Observe good teachers in the classroom;
2. Assist teachers of large classes;
3. Teach classes unassisted;
4. Do clerical or routine work.

About one half of the time should be given to the actual teaching of a class. Once a week all student-teachers report to the Training School for a conference with their respective critic-teachers and for attendance at the weekly assembly. In this way these students are kept in touch with the work and spirit of the school as a whole.

In order that the supervision of these student-teachers may be definite and systematic, each critic-teacher is required to record her impressions of the students' work in a form provided for the purpose (see Fig. 1). A copy of this record is given to the student after each visit, and forms the basis of conferences held later. At the end of the five-week period, the critic-teacher and the principal of the practice

school make out a report (see Fig. 2) which is based on the rating plan used by all principals in the city in rating their teachers semi-annually. A complete analysis of this rating plan (Fig. 3) is given in *The Teacher's Handbook*, published and distributed by the Board of Education. The topics covered are: Professional Attitude, Instruction, Discipline, Personal Attributes, Routine. Under each of these heads there are items to be rated on a scale of five degrees. There are also spaces for recording "Exceptional Service," "Special Weakness," and "Remarks."

This plan of assignment and supervision of student-teachers has several advantages, among which are the following:

1. It distributes the "load" of student-teaching over a school year, and at the same time allows a coördinated course to be given in the Training School.
2. It permits of closer correlation between theory and practice.
3. It acquaints the student with the actual school conditions under which she will have to teach when appointed.
4. It gives the student experience in schools of various types of environment and organization.
5. It enables principals of schools to observe and judge many student-teachers who will later be found on the "Eligible List" from which these principals can make an intelligent choice to fill vacancies in their corps.
6. It is definite, concrete, systematic.

Using the initials of the topics in the official rating plan, we may construct a mnemonic phrase, "PAID PAR," which summarizes the qualities of a good teacher and good teaching:

"Your *Professional Attitude* must be correct, your *Instruction* sound, your *Discipline* good, your *Personal Attributes* agreeable, your *Routine* systematic. If you have 'Paid Par,' there can be no doubt of your success as a teacher."

MEMO. ON PRACTICE TEACHING

Name

Cl.

Sch.

Gr.

Subj.

(See Teacher's Handbook)	Unsatis.		Satisfactory		
	1	2	3	4	5
1. Use of English					
2. Knowledge of Subject					
3. Preparation					
4. Definiteness of Aim					
5. Appropriateness of Method					
6. Good Questioning					
7. Thoroughness of Drill					
8. Participation and Interest of Class					
9. Results Obtained					
10. Control of Class					
11. Records and Reports					
12. Classroom Administration					
13. Use of Voice					
14. Self-control					
15. Personal Appearance					
General Estimate					

Date

Time

N.Y.T.S.T.

Supervisor

FIG. 1.

Teaching Record of.....									 Sec.							
SCHOOL		GRADES			NUMBER OF VISITS					QUARTER ENDING							
Instruction Discipline, Routine		1	2	3	4	5	Professional and Personal					1	2	3	4	5	
1. Use of English							16	Regularity of Attendance and Punctuality									
2. Knowledge of Subject Matter							17	Cooperation									
3. Preparation							18	Social Service									
4. Definiteness of Aim							19	Volunteer Activities									
5 Appropriateness of Method							20	Care of Physical Welfare of Children									
6 Good Questioning							21	Loyalty									
7. Thoroughness of Drill							22	Self-improvement									
8 Participation and Interest of Class							23	Personal Appearance									
9 Results Obtained							24	Use of Voice									
10 Control of Class							25	Cheerfulness									
11. Training Pupils in Self-control							26	Courtesy									
12 Effect on Attendance and Punctuality							27	Self-control									
13. Character Building							28	Initiative and Leadership									
14. Accuracy and Promptness in Record and Reports							29	Tact									
15. Classroom Administration							30	Sympathy									
Note. — For Analysis of these Items see THE TEACHER'S HANDBOOK							General Estimate										

1 — Failure } Unsatisfactory
 2 — Poor }
 3 — Average }
 4 — Very Good } Satisfactory
 5 — Superior }
 N.Y.T.S.T.

Exceptional Service
 Special Weakness
 Remarks

Principal, Head of Depart. Critic.

FIG. 2.

**GUIDE FOR DETERMINING SUMMARIZED RATING AND
FOR RECORDING EXCEPTIONAL OR UNSATISFACTORY
SERVICE**

I. Professional Attitude	Individual Comment
<i>A</i> Regularity of attendance and punctuality <i>B</i> Cooperation <i>C</i> Social service <i>D</i> Volunteer activities <i>E</i> Care of physical welfare of child <i>F</i> Loyalty <i>G</i> Self-improvement	
II. Instruction	
<i>A</i> Use of English <i>B</i> Knowledge of subject matter <i>C</i> Skill in teaching <ol style="list-style-type: none"> 1 Preparation 2. Definiteness of aim 3 Appropriateness of method 4. Good questioning 5. Thoroughness of drill 6. Participation and interest of class <i>D</i> Results obtained	
III. Discipline	
<i>A</i> Control of class <i>B</i> Training pupils in self-control <i>C</i> Effect on attendance and truancy <i>D</i> Character building	
IV. Personal Attributes	
<i>A</i> Personal appearance <i>B</i> Use of voice <i>C</i> Cheerfulness <i>D</i> Courtesy <i>E</i> Self-control <i>F</i> Initiative and demonstrated leadership <i>G</i> Tact <i>H</i> Sympathy	
V. Routine	
<i>A</i> Accuracy and promptness in preparing reports and in keeping records <i>B</i> Classroom administration	

For further details see Handbook.

FIG. 3.

d. IN THE PHILADELPHIA NORMAL SCHOOL

ARMAND J. GERSON

Associate Superintendent of Schools, Philadelphia

THE Normal School course in Philadelphia covers two years. While opportunity for observation of teaching is given in the first year, practice-teaching is concentrated in the two semesters of the last year of the course. In the first semester of the senior grade, the equivalent of two days a week for a nine-week period is devoted to this work, which is closely correlated with the courses in professionalized subject matter. During the second semester of the senior year, nine successive weeks, or half the term, are devoted to practice-teaching.

In Philadelphia there are at present three practice schools, with provision for a fourth practice school in September, 1926. Of these, one, known as the School of Observation and Practice, is located next to the Normal School itself. It is in this school that the organized observation is carried on, and it is here, also, that the practice-teaching of the first semester of the senior term is done. The other practice schools are known as adjunct schools of practice. They are typical neighborhood schools, manned by selected teachers. Students in the last semester of the senior year are assigned to that one of the adjunct schools of practice which is most convenient to their homes, and here they do the nine weeks of practice-teaching referred to above, half of this time being spent in one grade, and the other half in another grade. This plan of organization has been in operation for a number of years, and we feel that it has fully justified itself as compared with the practice in some other cities in which students are assigned to ordinary elementary schools throughout the system and thereby miss the advantages of the close organization and supervision which characterize our practice-school system in Philadelphia.

In order to coördinate the practice-teaching with the professional courses offered in the Normal School, we have a

corps of so-called critic-teachers. These are members of the Normal School faculty who conduct courses in the teaching process during the first year of the Normal School course. They visit the students at work in the School of Observation and Practice, and follow them into their practice-teaching in the adjunct schools of practice. The critic-teachers conduct conferences in the practice schools, both individually and with larger groups of student-teachers. A very important part of their function has to do with the evaluation of the practice-school work. This is of vital importance in the Philadelphia system, where appointments are made in order of standing on eligible lists. A provision of the rules of the Philadelphia Board of Education provides that no student who has failed in practice-teaching may be graduated from the Normal School, whatever standing she may have attained in other subjects of the course.

Until this year, the salaries paid teachers in the practice schools have been the same as those paid to teachers in our junior high schools. The salary schedule for these teachers attained a maximum of \$2800, a salary \$800 in advance of the maximum paid to regular teachers in the grades. Our recently revised salary schedule has raised this maximum to \$3050 a year. As the elementary maximum has been raised at the same time, the eventual difference between the maximum salary paid regular grade teachers and teachers in practice schools will be \$650. The fact of importance in this revision is that the practice teachers' schedule was increased over that of the junior high school teachers, the differential being \$250 a year.

e. IN THE RHODE ISLAND COLLEGE OF EDUCATION, PROVIDENCE

CLARA E. CRAIG

Director of Training

THE Rhode Island system of training recognizes the requirement that when a young person enters the classroom as a qualified teacher, he should have given to the state some

guaranty of his certain success. The plan exemplified in its schools of various kinds all the types of activities considered necessary for the adequate preparation of candidates for the teaching profession.

The Henry Barnard School, at present consisting of twelve full-sized classroom groups, includes a kindergarten and eight elementary grades. A building, nearing completion, will increase the number of grade classrooms to twenty and will include a high school. It is located within the college, of which it is an integral part. Here, during the first half of the freshman year, the student begins to make contacts with children in school through courses in observation, participation, and practice-teaching. These courses proceed one hour a week during three semesters of twenty weeks each — making a total of sixty hours — and carry the student to the middle of his sophomore year.

During the second half of his sophomore year, the student spends one hour a day for a term of twenty weeks in actual practice-teaching in the Henry Barnard School. This is an important preparatory step towards his training in one of the many training schools which are distributed throughout the state.

The Henry Barnard School furnishes an opportunity for the young teacher to begin practice-teaching under the most helpful and encouraging conditions. For one hour of the day, the school may be used for this work. During the remaining hours, the children are instructed by the regular grade teachers. By having this preliminary practice so closely connected with the study of methods, something more is added to the discussions than could be derived from observation alone. At the same time, the student has an opportunity to do his first teaching in a most stimulating environment and with little responsibility for the general discipline of the room. His first effort may thus be given to a masterly presentation of his subjects, unhampered by needlessly disturbing conditions. He gains confidence in his own ability, learns to be critical of himself and to accept criticism from others, and in a measure gets the professional point of view which is, essentially, that by continued en-

deavor and the wise use of aids of various sorts it is possible to improve continually in skill and in general teaching ability. He is brought to a recognition of the fact that good teaching is fundamental to discipline. It follows that the young teacher is trained to emphasize essential matters and is well fitted for the next step in his preparation — the training school.

During his junior year, for a semester of twenty weeks, a student is in charge of a schoolroom, where he meets actual city or town conditions under the supervision of a critic-teacher. The critic-teacher is nominated by the trustees of the college and elected by the school committee in the town in which she serves. Each critic in the regular grades is given the direction of two rooms, with the usual number of pupils and a student-teacher in each room. She receives from city or town authorities the salary accorded to the position which she occupies in the local system. The state adds a premium to this salary for her work as a critic-teacher.

A Director of Training and an Assistant Director of Training are charged with the supervision of the training schools. Critic-teachers meet once a month with the faculty of Rhode Island College of Education. They hold, also, regular conferences with the Director of Training. Pupil-teachers are called periodically to the college to spend an entire school day engaged in a program which has been prepared for their benefit.

The Rhode Island system of training schools embodies to a remarkable extent the recommendations of the "Report of the Committee of Fifteen on the Training of Teachers." After the first preliminary teaching in the observation schools, student-teachers are trained, not by making them assistants or substitutes, nor by giving them small groups of children, but by placing them in charge of regular schools under the same conditions they will meet after graduation. Here, during the five months of training, they are thrown on their own resources to a large extent. They learn to master the work of one grade and to teach with due regard for the development of the children. They gain that close contact with child life — so essential to a good teacher — which

can be gained only by one who is responsible for his own school.

The course of training defined, exclusive of the periods of observation, conference, and participation, required 600 hours of actual teaching experience — 100 hours in the college school and 500 hours in public schools, under public auspices, and proceeding according to public school standards. The success of the Rhode Island College of Education system of training, applied to the preparation of teachers for elementary schools, has justified the extension of its operation to include the training of teachers for high schools.

f. IN THE JERSEY CITY NORMAL SCHOOL

W. A. MESSLER

Principal

SECOND-YEAR students are assigned for periods of three weeks under special supervision in grades one to seven of the public schools of the city.

Practice is given in both administrative and professional work. During the first half of the year, very simple lessons, one a day, are given by the students, such as a game, a story, or such as will appeal to the child and be easy to teach.

During the second half of the year, two lessons a day are given, one of which is in a series.

Written plans of each lesson are required. These are carefully corrected by the critic-teacher, and the necessary help and suggestions for improvement are given the students by daily individual conferences and weekly group conferences.

At the end of every three weeks, all critics meet the principal of the Normal School for discussion of the various problems of supervision, and each student is ranked in preparation of the lesson, in presentation, and in class control.

Critic-teachers are given an extra compensation of \$340 per year over and above their basal salaries as grade teachers in the Jersey City public schools.

g. A SUMMARY OF PREVAILING PRACTICES IN STUDENT-TEACHING,
AND A STATEMENT OF PROBLEMS RELATED THERETO FOR
FURTHER STUDY

J. CARLETON BELL

Assistant Professor of Education, College of the City of New York

1. *Recognition of the need of practice-teaching.* It is clear from the foregoing reports and from all the information we can get from teacher-training institutions that there is a general recognition of the need of practice-teaching in the training of teachers. Young people are not to be prepared for teaching solely by hearing lectures on teaching, or studying textbooks on methods, or reviewing the subject matter to be taught, or even by observing good teaching done. They must have an opportunity to practice the art, under the best direction and supervision available. The task of providing adequate facilities for practice-teaching is one of the most serious problems confronting teacher-training institutions. Almost all schools have practice or model elementary schools attached to them and under their complete control. This elementary school rarely contains more than fifty classes, however, usually not more than twenty or twenty-five, and for schools whose attendance in the theory department runs from 500 to 2000, such facilities for practice-teaching are entirely inadequate. The practice school is usually used for the observation of pupils, for demonstration work, and for a limited amount of practice-teaching by selected students under special conditions. The institution must, therefore, supplement its practice-teaching facilities by recourse to public elementary schools not directly under its control. In this respect the city-supported institutions seem to have an advantage, for the opportunities of teaching in the city schools are unlimited, and arrangements for the supervision of practice-teaching can be more easily made.

2. *What proportion of the time of the training course should be devoted to practice-teaching?* In schools that have a two-year course, twelve to twenty weeks, or one eighth to one fourth of the student's time, are devoted to practice-teaching.

The latter amount would seem to afford a reasonable distribution of time between theory and practice. In schools that have adopted the three-year course, and even the four-year course, provision seems to be made for not much more than twenty weeks. This is somewhat strange. Is there any magic in the twenty weeks? We suspect that it is largely a matter of tradition, and that little study has been made of the optimum amount of time to be devoted to practice-teaching in the three-year and the four-year courses. This is a question on which experimental studies with controlled groups are to be desired. Such studies might well be carried on by members of this section. In the absence of experimental data, my suggestion is that one fourth of the student's time should be devoted to practice-teaching, making twenty weeks for the two-year course, thirty weeks for the three-year course, and forty weeks for the four-year course. In the longer courses the practice-teaching should be broadened to include surveys in educational sociology, projects in health education, field work under the guidance of visiting teachers, and assistance in diagnostic measurements.

3. *Should practice-teaching be distributed or concentrated?* It might be argued that it would be better to let the student finish her theory work and then devote all her time during the last term or the last year to practice-teaching. She would then have had a better grounding in theory, and would be better prepared to take up the actual work of teaching. The consensus of practice is opposed to this view. It is regarded as more advantageous to have several weeks of practice alternate with several weeks of theory during the last year or two of the course. The practice thus illuminates the theory, and the theory can be made to apply more directly to practical situations. Many theory teachers object to this arrangement on the ground that it breaks up the continuity of their work, and involves loss of time in getting into the subject again after the students return from their practice-teaching. In general, however, it is approved by the students, and causes the theoretical and the practical aspects of the training course to fuse into a more homogeneous and effective whole.

4. *How shall practice students be assigned?* This depends largely upon local conditions, oftentimes upon convenience to the student's home. Some prefer, as in the New York Training School for Teachers, to assign the student to several schools one after another in different parts of the city, in order that she may become familiar with pupils and teaching conditions in various localities. Others, as in Rhode Island, think it better to have the student confine her attention to a single class, carrying it through the entire term, and thus becoming familiar with one group of pupils and a complete unit of work. Even where the practice-teaching is confined to a single school, most authorities think it better to have the student start in the lower grades and later take classes in higher grades, so that practice may be had with different types of work. In those schools that have lengthened their courses to three and four years, there is a tendency to encourage the students to specialize in some particular field, as kindergarten-primary, intermediate grades, or upper grades. In case such specialization is provided for, it is obvious that the student should have more opportunity to practice in the field of her specialty than in any other. Frequently the last word in the matter of assignment lies with the principal of the school in which the practice-teaching is done. His chief care is that the classes have teachers, and if a teacher is absent, and no substitute is available, the natural thing is for him to ask the practice student to take the class. Thus it happens that practice students have taught for a day or two in the second grade, then in the sixth grade, then in the third, then in the kindergarten, and so on, with no opportunity for adequate preparation, no continued contact with a class, and little or no direction. This is not practice-teaching, but substitute work, pure and simple.

5. *How much clerical work should be expected of the practice student?* In many schools, a quarter to a half of the student's time is devoted to general clerical work in the principal's office. No regular teacher does anything of the sort. The justification is offered that it gives the student an opportunity to become familiar with the working of the school as a

whole. The real reason is that the principal is short of clerical help, and uses the student as a clerk. No clerical work whatever should be expected of a practice student, unless it grows out of, or is in preparation for, some teaching with which she is connected.

6. *Shall students be assigned to specially selected classroom teachers?* Outside of New York City it seems to be the custom to have practice-teaching done in only those classrooms that are in charge of specially selected teachers. These are sometimes called critic-teachers, sometimes training teachers. They are regular elementary school teachers, in charge of one or two rooms, who are specially selected for their skill in teaching and for their interest in teacher-training. In addition to their regular salaries, they usually receive a bonus from the city or the normal school. (In New York City the term critic-teacher is applied to a regular member of the normal school staff who supervises the work of twenty or thirty practice students in as many different schools.) This makes the conditions as favorable as possible for the practice student, provides the best models for imitation, ensures helpful suggestions for class management, takes care of disciplinary problems, and makes possible friendly discussion of the learner's difficulties. The plan seems to be an excellent one, but might be somewhat expensive in a large system like that of New York, and might give rise to difficulties of dual control.

7. *What is the value of demonstration lessons?* Throughout the reports, emphasis is laid upon the importance of demonstration lessons by the classroom teacher, discussion of such demonstrations with the practice students, the teaching of specially prepared lessons by the student, and criticism by critic-teachers and other students. This undoubtedly serves to set up ideals of procedure in the student's mind, gives a basis on which she may criticize her own efforts, and tends to develop a technique of conducting class recitations. On the other hand, most demonstration lessons are rather formal affairs, both teacher and class are on exhibition, and the real problem of teaching, that of stimulating the pupils to think and to grow in power of dealing with the subject, is rarely

brought out. Indeed, it may be claimed that demonstration lessons tend to obscure rather than to make clear the vital elements of teaching

8. *What is the need for individualizing practice-teaching?* No one denies the economy of grouping children into classes, and with the increasing numbers to be educated the importance of class technique grows apace. But what we need all along the line, from the elementary to the graduate school, is to get away from mass teaching and to emphasize the development of the individual. The keynote of education today is the individual. Individual differences and their modification are the great themes of educational psychology. The construction and diversification of curricula to meet individual needs are occupying the attention of both educational specialists and practical school men. But in our practical training of young teachers, are we not going in precisely the opposite direction? In our methods work, are we not training our students to organize subject matter into lessons? Do we not stress lesson plans for ideal or theoretical classes? And when it comes to practice-teaching, all our pressure is put upon students to teach "lessons" to "classes": demonstration lessons, "model" lessons, specially prepared lessons are to be taught to this class and that class, while the needs of Johnnie Jones and Rachel Smolenski are calmly ignored. We give the practice student little opportunity to study individual differences, and we make it practically impossible for her to teach individual children. How, then, can we expect our educational theory to function in the classroom?

9. *How do we need to modify practice-teaching?* The greatest need of our young teachers today is to learn how to get acquainted with pupils, and to stimulate them to learn. To do this, it is essential that they should stay with a group of pupils long enough to come to know each one of them. That is why the Rhode Island and the Philadelphia plans are superior. Classes for practice-teaching should be so administered as to make this process of getting acquainted as easy as possible. Educational psychology recognizes three phases in the individualization of instruction: (1) diagnosis

of individual attainments; (2) devising and applying remedial measures; (3) testing the effects of remedial measures.

The diagnosis and suggested remedial procedure for each pupil should be on file when the practice student enters the room. Her problem should be. (1) to get acquainted with individual pupils so that she knows to whom each diagnosis applies and just how it applies; (2) to assist the regular teacher in applying the indicated remedial measures, so that she understands the individual treatment of each pupil; (3) to suggest further treatment for certain individuals on the basis of her studies in theory; her suggestions are recorded and discussed with the regular teacher; (4) to take full charge of the class after she has the situation well in hand, holding daily conferences with the regular teacher; (5) to apply standardized tests from time to time to determine what progress individual pupils are making. In twenty weeks of this procedure she would know these pupils thoroughly, and would know how to deal with any similar group of pupils she might encounter. If more than twenty weeks of practice were available, she might be given practice in the diagnosis of another group, and the comparison of that diagnosis with an independent diagnosis made by a regular teacher.

7. ADMINISTRATIVE PROCEDURES FOR ELIMINATING STUDENTS WHO DO NOT GIVE PROMISE OF BECOMING SATISFACTORY TEACHERS

a. IN THE JAMAICA TRAINING SCHOOL FOR TEACHERS

G. H. MCNAIR

Assistant Principal

1. WHEN are students denied promotion?

In two of the three Training Schools, students who fail in subjects amounting to 6 points are denied promotion. In

the third Training School, pupils who fail to make an average of 75% are denied promotion.

2. What happens to the student when he is not promoted?

(a) If he fails grievously (10 points or more), he is advised to leave. We find that about 3% of the class drop out at this time because of poor work. The total mortality at the end of the first term is about 9%.

(b) If a student fails in from 6 to 10 points, he is given a special program consisting of all the subjects in which he has failed and other subjects selected from the program of the next higher term, to the extent of 20 hours. This special program carries on until the end of the third term, when all students who fail to pass the subjects of the first two terms are automatically dropped. The mortality here is about 1% of the class.

3. What happens to a student when he fails in his teaching?

He is usually placed in a new environment under a different critic and is allowed to continue his teaching until he makes good. Very seldom are students eliminated at this point, the mortality here being less than $\frac{1}{2}$ of 1%.

b. IN THE PHILADELPHIA NORMAL SCHOOL

EDWIN W. ADAMS

Principal

ALL admissions to the Philadelphia Normal School are on probation for the first semester. Students who show marked unfitness for the work of teaching, or inability successfully to pursue the work of the school, may be requested to withdraw. Most of the eliminations, however, are brought about in the following ways:

1. Students who fail in more than five hours of work during the first semester are not permitted to proceed with their class. Upon application, permission may be granted to such

students to repeat work of the first semester. Failure to complete the repeated work successfully, results in the immediate dropping of the student from the school.

2. During the first month, all students in the entering class are given tests in the subject matter of the elementary school curriculum. Students who fail in one or more of these tests are required, on their own initiative, to prepare for a second examination, which is given during the last month of the first semester. Failure to pass this examination successfully results in the student being dropped from the class. Opportunity is given to such students either to repeat the work of the first semester, including the elementary-subject-matter requirements, or, in case the regular work of the first semester has been successfully completed, to withdraw for a half year and prepare in the subjects in which failure has been made; and then, upon successfully passing the subject-matter tests in which failure was made, students may reënter the school, taking up the work at the beginning of the second semester.

The administrative procedure leading up to dismissal is as follows:

When a student first gives evidence of the likelihood of such a step having to be taken, a conference is arranged by the principal of the school with the student and such members of the faculty as may be concerned. The case is presented as clearly as possible, and the interview confirmed in writing. There may be as many such interviews as seem to be necessary to insure that the student has had ample warning and opportunity to correct any difficulties which may exist. When it becomes necessary to bring about the dismissal of a student, the student and parent are informed and the opportunity is given for a voluntary withdrawal. If this is refused, the case is reported in detail to the Superintendent of Schools, who sets in motion the necessary machinery to bring about the dismissal of the student. Under the rules of the Board of Public Education, no student in the Philadelphia Normal School, however successful in other lines of work in the school, is permitted to be graduated whose record for practice-teaching is unsatisfactory.

c. IN THE STATE NORMAL SCHOOL, NEWARK, NEW JERSEY

W. SPADER WILLIS

Principal

ELIMINATION AT ENTRANCE EXAMINATIONS

THE procedure in eliminating students at this institution is as follows :

1. Failure to meet academic requirements in the entrance examinations,
2. A personal rating to discover physical defects or a lack of general fitness;
3. An intelligence test for classification.

Note: Above are the preliminary tests given before the students are enrolled in the school. They have eliminated quite a percentage of those applying for entrance.

MEDICAL INSPECTION

After students have met the requirements, they undergo a medical inspection by two physicians connected with the school in order to verify the certificates of health brought with them and to report upon any weakness or deformity that might deter in classroom teaching. Students who have been excused from physical training during their high school course on account of heart trouble or other health conditions are not admitted.

The medical examinations are attended by the directors of physical-training and hygiene departments and the social-welfare worker. Notes are made upon the individual conditions of students so that corrective measures may be followed in an intensive way.

Results of all medical examinations are reported on individual cards by the physicians for the use of the principal, who notifies the members of the faculty, the parents, and the students themselves regarding physical conditions.

ACADEMIC PROCEDURE

During the Junior B term, reports are made up by members of the faculty to the principal after the students have had ten weeks of work. Students are also notified of their unsatisfactory work at this time by being given warning slips signed by the teachers of the subjects in which students are failing. The students also sign these slips, and they are filed as a matter of record. The principal sees each student and suggests ways and means for improving his or her work. The principal also holds a conference with the members of the faculty concerned with the failing students, and each case is thoughtfully discussed. Where the failure is marked, the principal communicates with the parents and asks for a personal interview. At the end of the Junior B term (20 weeks), students who have failed in eight hours of work are eliminated. All records regarding the ratings of students are kept on permanent cards for the use of members of the faculty, parents, and school authorities. The greatest percentage of elimination occurs in the Junior B term — that is, in the first twenty weeks of normal school life.

The same procedure as described in the Junior B academic work is maintained in the Junior A, Senior B, and Senior A semesters.

Any student failing twice in a major subject is recommended for elimination.

Students going into practice are rated by their training teachers and supervisors after careful observation and conferences regarding the results. At the end of the first five weeks, the training teacher sends to the director of practice a preliminary report on the student's work. If this report indicates unsatisfactory work, the supervisor increases her supervision and the student is called in conference with the training teacher, principal, and supervisor. If her work fails to improve, the case is referred to the principal of the normal school, who visits the student in her practice work and gives final judgment regarding disposition of the case. All students who do not meet the requirements in their first attempts at practice-teaching are given a second chance to

make good in another assignment. Students failing twice in practice work are recommended for elimination.

GENERAL FITNESS

No matter what the academic standing of a student may be, if the said student should, in any way, infringe on the moral standing of the school, she is eliminated. These cases are rare.

All students of the school attend a round-table conference and answer a personal questionnaire given them by the principal and the vice-principal of the school. Many interesting side lights are obtained which help the office to find out the real reason for apparent lack of interest, low ratings, or unfortunate home conditions. The social-service worker follows up these cases needing special attention, investigating social and home environment, and reports to the principal.

It may be interesting to state that there is a school spirit in our institution which is a potent factor in maintaining high standards of work, willing coöperation, and an ethical consciousness which is productive of a fine esprit de corps. This school spirit is shown in our attendance during the year, 96%, which we think a very excellent record, as our school is a commuting one, students coming daily from twelve counties of the state, and many of them leaving home at six-thirty in the morning.

The aim of faculty and students is to inspire each one with the thought that every day is a challenge to one's ideals, helpfulness, and usefulness; that each one's duty is to be an earnest seeker for opportunity for intelligent, worth-while service, which is dependent upon individual character, capacity, and faith in God and humanity. Without this mutual spirit of professional ethics and coöperation, no school can help its students along lines of progressive growth and power and eliminate those who are unable to meet the standards of the school.

I find, during conferences with hundreds of young people, that there has been a marked lack of vocational guidance regarding their future callings. I cannot conceive of a better

investment for high schools to make than to secure competent, well-trained members of the faculty to advise young people concerning their future work. Scores and scores of high school graduates inform me that they have never been advised regarding the selection of an occupation and have drifted to normal school because they did not know what else to do. I imagine that this holds true in our universities and colleges, and it is surely necessary that in our normal schools, especially during the first five months of a student's work, there should be this intimate heart-to-heart talk as regards personal fitness for the teaching profession. If far more attention were given to this matter of vocational guidance, there would be far less elimination in our normal schools. In any large student body there must be a weeding-out process. No state can afford to educate young people to be teachers who are lacking in personality, preparation, and a sincere desire to help children. Teaching cannot be looked upon as a job: it is a God-given opportunity to mold the hearts and minds of little ones along lines of patriotism, truth, justice, and preparation for the complex activities of the day. Teaching demands the very best material for this purpose; it is the business of the normal school to see that a certain per cent coming within its portals should be eliminated for the good of the cause.

d. IN HUNTER COLLEGE

PHILIP R. V. CUROE

Professor of Education

HUNTER COLLEGE is the municipal college of the City of New York for women. It is the full-grown sister of the College of the City of New York, although some twenty-five years younger. It is educating at present 2984 students, 89% of whom are preparing to teach. Of these prospective teachers, about 20% are training for kindergarten work, about 53% for the elementary grades, and about 18% for the secondary schools. In addition, some are preparing for both elementary and secondary teaching. This means that

Hunter College is confronted with the problem of elimination of "bad risks" in all three fields of teaching.

The first elimination procedure takes place at the time of admission to the college, and while admission requirements were separately dealt with at this morning's meeting of this conference, they are too closely bound up with the whole problem of elimination of unpromising candidates to be omitted here. Hunter College admits on a State Regents or College Entrance Board Certificate, provided a grade of 70% or better is made on the examinations upon which such certificates are based. In addition, the candidate must be without high school conditions. These requirements apply to prospective kindergartners as well as to all others.

The second elimination procedure takes place after admission to the college, and its mechanism is a faculty Committee on Promotion. Its judgments are based upon the whole scholarship record of a student, including her work in the teacher-training courses. This committee *requires* a student to withdraw from college if her work for two successive terms falls below a defined scholarship minimum. In January, 1925, 1% of the whole student body was eliminated in this way; in June, 1925, 2% of the whole student body. The committee *advises* a student to withdraw from college if her work for one term is unsatisfactory, and *warns* a student if her work for one term is dangerously near the scholarship minimum. In January, 1925, 5% of the whole student body was *advised*, and 8% *warned*. In June, 1925, 8% was *advised*, and 5% *warned*.

The third elimination procedure applies only to candidates for secondary school teacher-training. No student is accepted as a "good risk" unless the head of her major department will recommend her as such. While the departments differ somewhat in the weight attached to various factors, in general they insist upon at least a B average in the major-department courses, and upon the absence of personality impediments.

The fourth elimination procedure is applied after admission to the kindergarten, elementary, or secondary teacher-training courses. At present this procedure is entirely advisory.

It might be termed a dissuading process. A teacher-in-training is urged to discontinue her professional preparation if she reveals marked shortcomings in any of the following respects: (1) actual teaching ability; (2) work in her educational courses; (3) oral and written English; (4) physical equipment.

The estimate of actual teaching ability is based upon practice-teaching in the model schools attached to the college. This work is carried on in close connection with the theory courses in principles of education and in methods of teaching. Each teaching effort is analyzed into its success and failure ingredients as to preparation of the lesson, skill in questioning, use of the blackboard, power to interest, teaching personality, originality, teacher's language, and total achievement. The personality-rating scheme of the so-called Coördination Committee, which will be explained by Dr. Hannig later in this afternoon's program, has been helpfully suggestive in quantifying the judgments on several of these points. I should like to say also that Dr. Hannig's analytic study of the English errors of candidates for the New York City license to teach in the elementary grades has been useful to us both for diagnostic and remedial purposes.

By way of summary, then, Hunter College is using *mandatory* procedures to eliminate those who do not give promise of becoming satisfactory teachers (1) at the time of admission to college, (2) after admission for students who fall below a defined scholarship minimum, and (3) in selecting those who seem the best "risks" for secondary school training. It is using *advisory* procedures after students have been admitted to its specific teacher-training work. However, these advisory procedures are frequently accompanied by the warning that the college will not recommend to the Board of Examiners as prospectively satisfactory teachers those who are advised to abandon preparation for the teaching profession. Obviously, such warning will be effective only to the extent that the teacher-certificating bodies attach significance to it.

The tendency today is to give increasing importance to factors other than scholarship, to factors which are integrated

under the term "personality." There is a growing belief that personal appearance, health, industry, general intelligence, social attributes, and the like are positively correlated with success in teaching. Admirable work is being done to devise objective measuring instruments with dependable prognostic value. The question I should like to leave with the conference is this: Has a strong enough case been made for these personality factors to warrant public teacher-training institutions in using them as a basis for *mandatory* elimination?

e. IN THE CLEVELAND SCHOOL OF EDUCATION

MARTHA DOWNS

Teacher of Mathematics, Newark State Normal School

RESULTS of a recent investigation indicate that the two main causes of elimination of students from municipal normal schools and teachers' colleges are:

1. General low intelligence, and
2. Lack of the proper teaching personality.

I have selected for this report the steps in the technique of elimination from the Cleveland School of Education.

Students are admitted on the selective principle, and they remain on probation as long as they are in the school. On entering, both the student and her parents sign a statement that she will leave without protest if, on a vote of the faculty, she is asked to do so by the Dean (the head) of the school. The standard procedure is as follows:

At the end of the first month, the beginners are rated by their respective teachers in regard to achievement, intelligence, English, voice, personality, attitude, etc. The Dean, who has in his office the students' high school records, also results of certain intelligence and achievement tests given in the School of Education, calls to his office the individual whose work is unsatisfactory, talks the situation over thoroughly with her, also the prospect of her ultimate success in this field, and offers help and encouragement.

At the end of two months, a second report is made which, if unfavorable, is followed by a second consultation, this time with a statement that there is *danger of a notice advising her to withdraw*.

If a third month of work below the standard follows, the parent or guardian receives a letter from the Dean, stating that the student in question may, by action of the faculty, be *advised to withdraw* at the end of the semester (nineteen weeks).

In the meantime, the Committee on Standards is studying the case, offering all possible assistance. On a basis of facts, they are prepared to recommend to the faculty, in cases where definite improvement has not been made, that the student be *asked to leave*. With this recommendation approved by a two-thirds vote of the faculty, the head of the school has no alternative under the regulations of the Board of Education but to request the student to withdraw; neither has the City Superintendent any right under the rules to reinstate, except by board action.

In subsequent terms the same conditions hold true. In the third semester when the student is in training, she is not adjudged a failure without adequate trial of teaching power; nor without the consent of the classroom training teacher, the building supervisor of training, the building principal, and the director of training.

With the foregoing steps carefully taken, it is highly improbable that a desirable student could be hastily or carelessly eliminated, nor is there any opportunity for unpleasant come back on any case.

The rules of the Board of Education very definitely place the responsibility for eliminating those who do not give promise of becoming satisfactory teachers upon the principal and faculty of their municipal teachers colleges. There is where it would seem it belongs.

f. SUMMARY OF THE PREVAILING PRACTICES IN THE ELIMINATION OF STUDENTS WHO DO NOT GIVE PROMISE OF BECOMING SATISFACTORY TEACHERS, AND STATEMENT OF PROBLEMS RELATED THERETO FOR FURTHER STUDY

ROY L. SHAFER

Principal, State Normal School, Paterson, New Jersey

THE discussion of the New York City plan by Dr. McNair, the Philadelphia plan by Dr. Adams, the Newark plan by Dr. Willis, the Hunter College plan by Dr. Curoe, and the Cleveland plan by Miss Downs were able presentations of the subject of eliminating students who do not give promise of becoming satisfactory teachers. I think that all of these speakers developed their plans in such a way as to demonstrate that the administrative procedure for the elimination of unsatisfactory teaching material has been carefully thought out. I believe also that each and every school is sincere in its efforts to secure the best possible teaching from its students. But what has been said is too indefinite. The standards or criteria for evaluating the ability of students are subjective. It is all on a basis of rating on a per cent scale, or a letter scale, which is only another way of rating by per cent. I am sure no one has defined the standards of passing judgment, and the students who are eliminated are thrown out bodily because of the judgment of individuals who compose the machinery of each school, which is set up for the purpose of training teachers.

Before our systems of grading and ranking pupils are perfected, we must make our standards of judgment as objective as possible, and must in all cases define the parts which make up those standards or criteria.

Just briefly and in order by points, I wish to state two problems for study. These studies, if carried to their logical conclusion, will perhaps solve the problem of elimination of students.

Problem 1. How can we arrive at a better method of selecting our raw material?

No business man would try to manufacture any goods without knowing a great deal about the raw material from which the finished product must result. Business is objective. In the teaching profession we need teachers with physical, mental, and emotional vigor. In order to have these qualities, a student must have good health, a good and a responsive mind. Let us formulate a better method of selecting students with strong bodies and strong minds.

Problem 2. If the principle of individual differences is valid in elementary and secondary education, is it not valid in normal school education?

In a given normal school 100 pupils enter to become teachers. They all remain for two years, and then a certain number are declared fit to teach. A few are eliminated. If the principle of individual differences were applied, some students would be graduated at the end of two years, others would be required to remain a longer time, that they might complete the work of the course of study.

We all believe that the school is as good as its teacher. It is the responsibility of the normal school to develop students into good teachers. Let us study our methods and procedure, so that each teacher may come to her profession with a physical, a mental, and an emotional vigor. Then I am sure we shall have teachers who are capable of developing better citizens from our boys and girls, the men and women of tomorrow, whose duty it will be to make the world safe for civilization.

8. THE EDUCATIONAL AND PROFESSIONAL SIGNIFICANCE OF EXAMINATIONS FOR NEW YORK CITY LICENSE NO. 1

WILLIAM A. HANNIG

Chairman, Board of Examiners

ALL teachers appointed by the Board of Education to the elementary schools of the City of New York in regular, that is, not special, classes from the 1A to the 6B grade must be

holders of what is locally known as License No. 1. This license is granted by the Board of Examiners as a result of a competitive examination, and appointments are made in the order of standing from eligible lists of licensees promulgated by the same Board.

No person may enter the examination for this license who is not eligible under the By-laws of the Board of Education. The vast majority of applicants qualify under any one of the following three requirements:

1. Graduation from a normal- or training-school course of two or more years approved by the Department of Education of New York State.

2. Graduation from a recognized college or university with the completion of certain minimum pedagogical courses required by the State Department.

3. Five years' experience in teaching, together with a high-school education or the passing of equivalent examinations.

There are a few other alternative eligibility requirements less commonly invoked by applicants.

The License No. 1 examination is, as may readily be seen, the largest examination for any one license granted by the Board of Examiners. It is held in January and June of each year, that is, just prior to the closing of the school term in colleges and normal schools. In order to maintain the complement of teachers serving under License No. 1, namely 15,500, it is necessary to provide for a yearly turnover of almost exactly 1500 holders of this license. About 100 of these are provided for by the restoration to service of former License No. 1 teachers who have resigned, leaving 1400 to be provided annually by the License No. 1 examination. Circumstances have recently caused considerable variation in the number of applicants for License No. 1 from examination. It has, however, usually been upward of 2000 a year. I may add that a considerably larger future supply is anticipated.

All these applicants are required by the Board of Examiners to take the License No. 1 examination, whether they are graduates of the local training schools (the Maxwell, the

New York, and the Jamaica) or the local city-supported colleges (Hunter College and the College of the City of New York), or whether they are so-called "outsiders." In this respect the policy of the Board of Examiners differs from the policy of similar boards or examining authorities in other cities, where local training-school or normal-school graduates are usually exempted from the examination required of all other applicants. This policy of non-exemption has been maintained for what the Board of Examiners and, we believe, the bulk of the local professional opinion regard as sound and cogent reasons.

1. From the time of its inception, when former Superintendent Maxwell was its chairman, the Board of Examiners has adhered to the principle that the City of New York is entitled to the best-prepared teachers it can secure at the rate of pay it offers, whether these come from the training schools or from other local institutions or from outside the city. It is only by applying a common measure, the License No. 1 examination, to both local-training-school graduates and outsiders that the Board can determine how any given training-school graduate or any given outsider compares with all other applicants from whatever source. As a matter of fact, in recent years, all but a few training-school graduates have succeeded in passing the License No. 1 examination.

2. It must be borne in mind, moreover, that New York is the only city in the United States maintaining three normal training schools. No amount of supervision, in the ordinary sense, could assure equivalence of standards of graduation in all three institutions. Uniform examinations, such as the License No. 1 examination, administered to all students about to graduate must in the long run contribute much toward the stabilization of standards.

3. The License No. 1 examination, we believe, promotes a friendly rivalry among the training schools, and furnishes a supplementary incentive to the students to earnest work and thorough professional preparation.

4. The License No. 1 examination for all applicants is an assurance against the possibility of the infiltration of the spoils system into the present civil-service method of appoint-

ing teachers. Every training-school principal will admit that with reference to some of their less competent students (in the words of President Ryan of the Board of Education) "personal friends or friends of friends, often entirely out of touch with school needs . . . — too often, in fact, entirely uninformed respecting the actual capacities and attainments of their own candidates — may and do urge persons" for graduation from training school although these may be doubtful or unfit in the opinion of the faculty. However determined to resist such improper pressure the present staff may be (and I know that it is), there may come a time when a compliant person occupies the position of principal of a training school. At such a time, in the absence of public competitive examinations, in the absence of any method of insuring an impartial and honest "application of standards," who can say how the merit system may be undermined at its very base, namely, at the main source of supply of teachers in the elementary schools?

Finally, I should like to point out that there is a fundamental difference between the certification of graduates of state normal schools, and the granting of License No. 1 to the graduates of our city training schools. The goal of the License No. 1 candidate is not merely the obtaining of a license to teach, but the obtaining of a position, at the earliest possible time; for placement on the eligible list almost surely means appointment, and high placement means early appointment. By contrast, a state-normal-school graduate gets a teaching certificate, it is true, without a state-wide competitive examination; but she does not necessarily get a job, for her name is not placed on an eligible list. Under unfavorable conditions, she may have to search far and wide for a position; she may even have to depend on illegitimate influence of one kind or another to get work. In short, she is thrown into a "free-for-all" scramble for employment. Civil-service methods aim to do away with just that situation and its attendant evils. Civil-service methods, with all their imperfections, substitute for the "free-for-all" the impartial method of appointment in the order of merit as nearly as that may be determined by uniform-competitive-examination

methods. The License No. 1 examination is thus an application of this civil-service principle

It must not be supposed that the Board of Examiners is unaware of certain dangers and weaknesses often associated with the examination system. It hopes, however, that these possible shortcomings are reduced to a minimum by its policy of coöperation and conference with the training-school authorities. There meets monthly a semi-official body known as the Coördination Committee, consisting of the Associate Superintendent and the District Superintendent in charge of training schools, the three training-school principals, representatives of local colleges, and examiners. While questions involving the training of teachers are discussed at these meetings, questions concerning the improvement of the methods of selection of teachers engross most of the time of the committee. The changes in methods of examining that have been the result of these conferences have met with general satisfaction and approval.

As it now stands, the License No. 1 examination consists of ·

1. A written examination of two sessions of three hours each ;
2. An interview (or oral) test ;
3. An appraisal of record as student and as teacher ;
4. Brief tests in physical training, drawing, music, and (for women) sewing for those few candidates who have not taught these subjects and have not had post-high-school courses in them ;
5. A medical examination.

The written examination is largely in the theory and practice of education, with the emphasis on methods of teaching. To a limited extent, perhaps one third of it, it also tests incidentally a knowledge of elementary school subject matter with particular attention to English. There has been a rather persistent demand for a greater emphasis on content, the statement being frequently made that some teachers show a deplorable lack of knowledge of the subject matter of the course of study. To throw light on this question, the Board

of Examiners recently drew up a rather carefully prepared questionnaire asking the opinion of principals and superintendents in the city on this question, together with their reasons. The results were as follows:

	SUPERINTENDENTS	PRINCIPALS
For more subject matter and less educational theory and practice	4	76
For a continuance of the present proportions	4	148
For less subject matter and more educational theory and practice	0	18

The great majority of supervisors therefore seem to be in support of our present procedure and can state the reasons for this their view.

In its written examination the Board of Examiners also insists on a minimum standard in the use of written English—spelling, diction, sentence structure, etc. In the last few years the Board has standardized its method of judging the satisfactoriness of written English, getting away from the somewhat impressionistic method formerly in use.

The fixing of the passing mark in the written examination is a flexible element of our procedure. Time does not permit of further statement than this: When the number of applicants diminishes, as it has in recent years, the passing grade is reduced; as soon as the number of applicants increases, as I believe it soon will, the passing grade will be raised, and the children of the city, we trust, will reap the benefit.

It remains to state, in connection with the written examination, that our Board has experimented, with rather promising results, in the partial use of the new-type short-answer tests (i.e., true-false, multiple-choice, and completion tests). A study, shortly to be published, made by us on the comparative efficiency of old- and new-type questions, would seem to indicate that while it would not be wise to eliminate altogether examination questions calling for extended answers, a one-hour short-answer test is at least as efficient as a measure of teaching efficiency as a four-hour test of the extended or free-answer type.

The oral examination is a ten-minute interview with an examiner in the course of which a fairly easy selection from pedagogical literature is read and discussed by the candidate. Its chief purpose is to serve as a basis for judging the quality of the spoken English of a candidate and for appraising certain important personality traits. In doubtful cases as many as three such tests are given by as many examiners before the final rating of the candidate is determined. In the case of local-training-school candidates, this test has usually been given shortly before graduation. Hereafter it will be given some months prior to graduation, so as to permit of improvement under instruction with reference to deficiencies noted in applicants by examiners before the second and third tests are given to them at the end of the term.

In arriving at a judgment on the personality and the quality of the oral English of a candidate, the examiners are materially assisted by detailed reports on these items furnished by the training-school faculties for each graduate.

On the basis of these reports, moreover, those ranking highest in each training school in personality and the use of English — the upper third, in fact — are exempted from the interview test. The plan of rating personality and use of English, and the scheme of exemption, were formulated by the before-mentioned Coördination Committee, and have operated, we believe, with happy results. It may be that a similar plan of exemption from the written examination will soon be applied to those who achieve the highest ratings as students and pupil-teachers. The arguments for the non-exemption of training-school graduates from the License No. 1 examination hardly apply to the best students. They do not need the incentive of the License No. 1 examination. Indeed, exemption from the examination would prove a much stronger and more appropriate incentive for this group.

To the written test is given a weight of 30 points in the examination scheme; to the oral a weight of 10 is given. The remaining 60 points of the 100 are given over to record. Training-school and college graduates are here credited with the ratings obtained by them in their studies and their service as pupil-teachers. Those applicants who have had experi-

ence in teaching are also given credit here for the length and quality of their service, which is evaluated on the basis of written reports obtained from former supervisors.

Concerning the medical examination, little can be said here. I should like to mention, however, that the Board of Examiners has, with the help of its medical staff, been recently engaged in pioneer work in defining the minimum standards of physical fitness for teachers. In this connection, I may state that soundness of limb is more rigidly insisted on in the case of applicants for License No. 1 than in the case of high school applicants. The License No. 1 teacher must teach and participate in an elaborate physical-training program. She cannot, moreover, in the lower grades, depend on the help of her pupils in the performance of manual operations, such as opening and shutting windows, hanging charts and pictures, and the like. And, most important of all, she must be able to give every possible physical assistance to little children in real emergencies or in simulated ones, such as the fire drill.

The Board of Examiners has, for training-school graduates, accepted the results of the physical examination made before admission. In its opinion, however, a check-up at the time of graduation is desirable now that the course has been lengthened from two to three years.

Apart from occasionally on request passing on the physical qualifications of applicants to enter the training schools, the Board of Examiners does not conduct any examinations or apply the existing standards for admission to these institutions. Whether it should is a debatable question, the discussion of which time does not here permit. It does seem to the Board, however, that it would be wise not to extend the opportunity of professional training in a city training school beyond the absorbing capacity of the city school system. It does not view with equanimity the possible future rejection in the License No. 1 examination of large numbers of training-school graduates. Such a procedure is unfair to individuals and wasteful of city funds. The Board believes that if the number of applications for admission continues to reach a figure much in excess of the number

who can subsequently be provided with positions (allowing also for a healthy influx of college graduates and outsiders), a selective process should be put into operation at the time of admission so that only the most promising material will be trained at city expense; whether this selective process is applied by the training schools themselves or by the Board of Examiners, is a question of secondary importance.

9. APPOINTMENT, ASSIGNMENT, AND FOLLOW-UP SUPERVISION OF BEGINNING TEACHERS

a. THE INCEPTION OF THE NEW JERSEY HELPING-TEACHER PLAN

MYRTLE GARRISON GEE

First Helping Teacher in New Jersey

THE New Jersey plan known as the "Helping-Teacher Plan" was first tested and put into use in 1916 under the joint supervision of State Commissioner Calvin N. Kendall, County Superintendent Jason Hoffman of Hunterdon County, and Assistant Commissioner Zenos Scott. The needs for this particular type of supervision in the rural and small-town schools had been presented by Dr. J. J. Savitz, the year previous, when he was Assistant State Commissioner of Education. Dr. Savitz outlined the plan for meeting these needs, which was later put into effect intact. Recently the *World's Work*, in a review of the plan, stated that the conditions in territory supervised by Helping Teachers had improved one hundred per cent since the plan went into operation.

The name was chosen because it was more truly expressive of the real work of the supervisor. It was further hoped that it would break down the barrier which it is apparent that supervision sometimes raises between supervisor and teacher.

It was decided that Helping Teachers should be women. Past experience in actual teaching, and the fact that beginning teachers were practically all women, were factors here.

Provision was made for the appointment of Helping Teachers, to be made by the State Commissioner, and the payment of salary, to be made from state funds rather than from local tax funds.

Private funds were used in order that the plan might be put into operation in a single instance. It was hoped that in this way there would be a yield of concrete evidence both for the need of this type of supervision and the proved value of it in terms of teacher growth, which could be used in a campaign to pass a law providing for the State-wide appointment of Helping Teachers. This law was passed after the experiment had been in progress but five months.

b RESULTS OF THE NEW JERSEY HELPING-TEACHER PLAN

ROSCOE L. WEST

Assistant Commissioner of Education, New Jersey

If there was ever a time when educators thought that the training of a teacher was finished when she left the normal school, that time is now past. We realize that the teacher's preparation for successful work is just beginning when she steps from normal school into a classroom, because she goes into a live laboratory where she can improve her technique by the experience which comes from everyday contacts with children. Principals and supervisors are also taking this same attitude and should assume, therefore, that they have a definite responsibility for continuing the training of a beginning teacher. They have no right to think that such a teacher will come to them fully prepared to deal successfully with the various problems which are bound to arise. They must consider themselves as having a responsibility to continue the normal-school training and to foster the conviction that success in teaching depends upon continual growth.

If such an attitude should be taken towards those beginning teachers who have passed through two years of normal school, how much more important is it that a similar attitude be

taken towards those teachers who begin their work with less than this amount of training. Regardless of our ideal of having a properly trained teacher in every classroom, we are obliged to admit that we cannot reach this ideal until certain social and economic conditions change. And until this ideal is reached, it is inevitable that the teachers with little or no training will be found in the rural schools of the state.

A brief examination of a few figures will show the problem which the rural areas of New Jersey are confronted with. In the state as a whole there are now approximately 16,000 elementary teaching positions, with an annual increase of about 450. There is an annual turnover of about 11%, which makes at the present time approximately 2200 vacancies and new positions to fill each year. Last year the normal schools graduated 1200 pupils, or slightly more than half of the state requirement. There were then 1000 positions to be filled from other sources.

Inasmuch as New Jersey has a fortunate situation and pays large salaries in many of its cities, it attracts normal school graduates from other states. Thus about 500 teachers per year come to New Jersey, mainly from New England, New York, and Pennsylvania. The other 500 positions are filled by the employment of teachers who are high school graduates and have received one summer of training in the state summer schools.

A majority of these untrained teachers begin their service in the rural parts of the state. These sections would, if left to local control, have practically no supervision, and thus the immature, untrained teacher would be left to her own devices. About ten years ago the state recognized this situation and initiated the practice of placing so-called Helping Teachers in counties where there was a large number of such schools. At the present time the state employs thirty-six of these Helping Teachers, who work in eighteen out of the twenty-one counties of the state. These Helping Teachers work under the direction of the County Superintendents and State Department of Education, and thus constitute agents of the state to supervise those districts that would

otherwise be unable to provide any professional supervision for their teachers.

In all, they supervise about 1600 teachers, or an average of 45 teachers per each Helping Teacher. The state allows \$500 a year for traveling expenses, so that the Helping Teachers actually spend a large part of their time in classrooms. They are expected to devote very little time to administrative duties

This system has done much to improve rural education in New Jersey and to raise the actual standard of work done in rural schools. With all the various administrative duties which devolve upon the County Superintendent, it is obvious that that officer would do very little actual supervising. The Helping Teachers bring to the schools the viewpoint of people who are thoroughly acquainted with rural school conditions. All of them have had excellent training and have taught in rural schools themselves. Their program of supervision is carried on by means of classroom visitation, demonstrations, organization and promotion of club work, group and individual conferences, administration of intelligence and accomplishment tests, adaptation of the Course of Study, and so on. It is not necessary to describe in detail all the supervisory duties performed, because these are common to all supervisors.

What makes their task particularly difficult is the amount of time which has to be given to the initial training of inexperienced, untrained beginners. Very often these teachers go to better-paying positions as soon as they learn enough to be called successful. This situation cannot be obviated until the rural districts of the state, either by their own initiative or by means of state aid, pay enough salary, and create building and social conditions attractive enough, to make the teacher wish to remain in the rural districts. Until that time arrives, the Helping Teacher will have to do much of her work over again every year. The justification for this system seems to be, however, that the untrained teacher is enabled to give far better service than would be possible without such supervision. In reality the Helping Teachers constitute a traveling normal school, which is constantly en-

gaged in attempting to supply the training which should have been acquired before teachers enter the classroom.

c. THE NEW YORK CITY PLAN

F. L. HOLTZ

Principal Model School Department, Maxwell Training School for Teachers,
Brooklyn, New York

AFTER passing the written examination and practical tests for License No. 1 as given by the Board of Examiners, the candidates for teaching in the elementary public schools of New York City have their names placed on an eligible list, one for men and another for women. The names are arranged in the order of standing or rank of the candidates.

Candidates are then nominated by the Board of Superintendents, according to the number needed, and they are chosen in the order of rank on the eligible list. Thus, if 200 teachers are needed, the first 200 names on the list are selected.

The nominations are then confirmed by the Board of Education, and the candidates are assigned by the Superintendent of Schools to the various schools.

As far as possible, and in conformity with the wishes of the candidates, the teachers are appointed to schools in their home boroughs. As a matter of fact, a large proportion of the new teachers are appointed to schools of their choice. This is possible from the acquaintance developed between principal and teacher through her pupil-teacher experience, or by visits of the candidate prior to nomination. The principal asks that certain candidates whom he knows be appointed to his school. The superintendents try to assign the candidates desired by the principals. During the pupil-teaching period, the training schools try to assign the candidates to schools near their homes. Thus it works out that finally many teachers are appointed to schools near their homes or to schools of their choice.

The newly appointed teacher is usually assigned to an easy class. The Superintendent of Schools suggests that she be

assigned to the 2A grade, if possible, where problems of discipline, subject matter, and method are easy. Sometimes a principal is forced to assign the new teacher to a higher grade. Young men are always assigned to a higher. Sometimes new teachers, having had success during their pupil-teaching in such grades, ask for assignment to fifth- or sixth-year classes.

Until recently all training-school graduates except kindergartners prepared for no particular grade. Now, however, they specialize for lower, middle, and upper grades; so now there should not be the necessity for all to begin in the lower grades. By beginning in the grades of their choice, they should earlier reach the grade they ultimately desire to teach.

In regard to supervision and training of young teachers after appointment, there is much difference in practice. Different principals have different methods of training their new teachers. There is the principal who lets the new teacher work out her own salvation without supervision, and, on the other hand, the one who supervises his teachers to death. Between these extremes are many gradations in methods of training the young teacher.

The By-Laws of the Board of Education state: "The principal shall instruct when necessary the head of department and teachers in all matters pertaining to discipline and teaching. He shall establish high standards of teaching by planning teachers' work, by inspection and examination of class work, by giving model lessons in the presence of teachers, and by conferences to correct errors. He shall give special attention to newly appointed teachers."

These regulations may be interpreted in various ways by different principals, according to conditions and according to the ideals and temperament of the principals. In general, however, we may state that the new teacher is at first given an easy class. She is observed by the head of department and principal, who note her strength and weakness. Her errors are discussed in conference with her supervisors. She is encouraged and praised for good work. She is given, orally or in printed form, school rules and class material.

She is given much aid by older teachers with advice, lesson plans, and class material. She is permitted to visit good teachers of corresponding grade. She sits in grade conferences on plan books, methods, etc., and takes part in teachers' meetings.

The new teacher has a strong incentive for improvement, as she is appointed only temporarily at first. She must teach successfully three years before receiving her permanent license. Moreover, after she has secured her permanent license she must receive a satisfactory rating in order to get her yearly increment of salary. Her securing a permanent license and an increase in salary depend upon the rating given by her principal and district superintendent. She is rated upon numerous points in knowledge, method, discipline, and personality each term. A copy of her rating is given each teacher. Thus, by routine inspection and by semiannual rating, the teacher is advised and directed by her supervisors.

As far as the follow-up of teachers after they leave the training school is concerned, there is none here of the type that exists in some other cities. After graduation the training schools have nothing to do with the graduates. The system has been criticized for this lack of follow-up on the part of the training schools.

The training schools have themselves proposed such a follow-up or postgraduate training, especially of weak teachers. They have included in this follow-up the idea of affording to teachers the opportunity of taking further courses for improvement and advancement. On several occasions in the past the training schools had such an opportunity. When there developed the need in the system for trained teachers of special classes, the training schools were called upon to train teachers in service for such classes, and for a number of terms such work was carried on in the training schools until the demand was filled.

No doubt such follow-up training would be welcomed by principals and teachers. It is sometimes necessary to advise a teacher that it is imperative that she perfect herself in some new method, or that she must remove some deficiency.

Furthermore, the ambitious teacher wishes to take advanced courses. Teachers with License No. 1 may not teach in the seventh and eighth years (except on waiver of salary). To be entitled to teach in those grades, she must have taught at least three years in Grades 1A-6B. Then she must take the Promotion License examination. To be enabled to do this, she specializes in some subject and takes courses in this. She finds such courses at the various colleges of the city, or takes courses offered by various teachers' associations or by individual principals and higher supervisors.

The training schools are ready to do their share of this work as soon as the Board of Education can devote the funds for this purpose.

d. THE BUFFALO PLAN

EDITH R. SHANNON

Teacher of Geography, State Normal School, New Jersey

THE normal school at Buffalo is a state school, not a part of the city system. The so-called Buffalo Plan of Training is the result of a proposal made by Dr. E. C. Hartwell, Superintendent of Schools in Buffalo, in an endeavor to improve the quality of teaching in the Buffalo schools. The plan enlists the cooperation of the city schools, the State Normal School, and the University of Buffalo (which is not a municipal institution) to solve the problem of the beginning teacher. The proposal met with the approval of the State Department of Education, and in January, 1920, Commissioner Finley highly commended the work of Dr. Hartwell, of Dr. Rockwell, president of the Buffalo State Normal School, and of the Dean of the University of Buffalo, who were in large measure responsible for setting up the program as here briefly outlined.

On completion of the three-year course at the normal school, the candidate is obliged to take the Teachers' Examinations given by the City Department of Education, and if she is successful in these, her name is placed on the eligible list to be considered for appointment. Having received an

appointment, the candidate is given a probationary contract and is sent to one of nine "probationary centers" for her first year's work.

For every four or five probationary teachers, each center has one supervisory teacher, who, because of her strong personality and unusual instructional skill, has shown special aptitude for this work. She helps the probationary teacher to plan lessons, sympathetically evaluates her performances, takes her classes for demonstration purposes, trains her in routine, and keeps her in touch with the most helpful literature of her subjects. At the end of one year's successful experience in these centers, probationary teachers are given permanent appointments in the city system.

Three considerations govern the selection of teacher centers: first, each must have a principal who has demonstrated unusual ability as a teacher-trainer; second, the school must have established high ideals of achievement for the various grades, and, in the third place, these schools must be accessible to the normal school or university where the probationary teacher takes her extension work.

Another striking feature of the Buffalo Plan is the provision made for continued training through extension work. Under this scheme a student may secure a university education at small expense while under full pay as a probationary teacher. All candidates in teaching centers are required to take courses during the probationary period. These courses are lined up, so far as is possible, to meet the needs of the students, and include courses in methods, classroom organization, and special subjects. These courses are given at hours conveniently arranged so as not to interfere with regular school work — 4:30–5:30 daily and on Saturday morning. Extension courses given at the normal school are tuition-free.

At present, graduates of the Buffalo State Normal School are allowed, for the three years' work, 78 semester hours of credit for university work (out of 128 hours required for B.S. degree at the university). The remaining 50 hours may be obtained in one year and one summer, if the entire time is devoted to securing a degree. If the normal school graduate passes immediately into a probationary center, she is

allowed 12 hours' credit for laboratory work done here, and may make up 38 hours through extension work. In this way the extension courses are so organized that they too become an element in the continued training and improvement of teachers.

In conclusion, these are the outstanding advantages of the Buffalo Plan :

1. Students are introduced into teaching under the most favorable conditions.
2. The weak teachers are discovered in time to prevent their becoming failures. Strong teachers are marked for special training in special fields.
3. Opportunity is given to all to get college education under most favorable conditions and at a minimum cost.
4. Because all the educational institutions of the city are coöperating, all assume the responsibility of improving the quality of teaching in Buffalo schools.

e. THE CLEVELAND PLAN

ANNE ROCHEFORT

Assistant Professor of Normal School Education, New York University

GRADUATES of the Cleveland School of Education are appointed immediately after graduation to positions in the school system of the city of Cleveland. Assignments are made by the Assistant Superintendent in charge of elementary schools to one or other of the three grades for which the teacher has been specifically trained. These assignments are made after interviews with the Dean of the School of Education and with the prospective teacher, and an effort is made to place all beginners in teaching positions and in supervisory centers where they may get most help.

Certain centers are set aside as "cadet centers." A group of about fifteen beginning teachers is assigned to positions in one building or in two or three closely adjacent buildings. One such group constitutes a "cadet center." To each

"cadet center" is assigned a "cadet supervisor," or helping teacher, whose sole work is to help beginning teachers to make the most successful start possible. This helping teacher is very carefully chosen, not only for ability to teach children, but also for ability to gain the confidence of young people and to be helpful to them in the solution of their problems. Since she is not responsible for administrative detail or for the appointment of these young people, she is in a particularly favorable position to do this work. Help may be given by demonstration, by suggestions regarding the selection and planning of activities, by fitting the school life to individual children, etc.

Some advantages of the plan are:

1. Grouping of beginning teachers makes it possible for the "cadet supervisor," or helping teacher, to economize her time; she is readily accessible.
2. Assistance given at the time needed may prevent poor teaching or ultimate failure.
3. Timely suggestion may prevent unfortunate personnel difficulties, or it may help to straighten out any difficulty which has arisen and prevent its recurrence.
4. The "cadet supervisor" is in a position to give exceptionally wise advice with regard to courses to be pursued in the Senior Teachers' College.
5. Success at the start tends to create a confidence which is most essential for further growth.
6. Conferences between "cadet supervisors" and the college faculty tend to tie up study with performance. The field keeps in touch with the college; the college finds the needs of the field.
7. It makes possible a very close tie-up between the probationer's actual teaching experience and the systematic subject-matter and methods courses taken concurrently in afternoons, or on Saturdays at the Senior Teachers College. Forty demonstrations of classroom teaching are available to all teachers of the city and suburbs each Saturday morning in the demonstration department. This demonstration department is a typical neighborhood elementary public school.

f. SUMMARY OF PREVAILING PRACTICES IN THE APPOINTMENT, ASSIGNMENT, AND FOLLOW-UP SUPERVISION OF BEGINNING TEACHERS, AND STATEMENT OF PROBLEMS RELATED THERETO FOR FURTHER STUDY

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THE New Jersey plan of "helping teachers" is similar to the practice in New York of employing "assistants to principal" (sometimes called "heads of department"). These persons are supervisors who have had considerable experience as teachers. They are selected from eligible lists prepared as the result of written examinations in principles of education, methods of teaching, and school management, an oral examination, and a study of the applicant's record as teacher. One such assistant to principal is allowed in a school having 30 classes, two in a school having 50 classes, provided the register is not less than 2000, and a proportionately larger number in larger schools. Of course, these assistants are in addition to the principal.

In some schools, the assistants to principal are assigned by the principals to supervise a group of grades, e.g., the first three years, or the fourth, fifth, and sixth years; in other schools, principals prefer to assign their assistants to a group of subjects, e.g., English or mathematics in all grades, or in the first six years. In all schools, the assistants are required to give particular attention to inexperienced and weak teachers.

New York also employs an additional group of supervisors, who are called special teachers of special subjects, i.e., music, physical training, drawing, and sewing. These special teachers are assigned to districts, and inspect the work of the teachers in their respective subjects. It is their duty, also, to give particular attention to inexperienced and weak teachers. There are also directors and assistant directors in each of the "special" subjects.

The general supervision of the schools in a given district

is in charge of a district superintendent, who deals with supervisors rather than with individual teachers, although it is his duty to approve or disapprove the reports made annually by principals on all teachers serving on probationary appointment, i.e., during their first three years of service. District superintendents also are required to give particular attention to inexperienced and weak teachers.

The Buffalo plan of assigning new teachers, which was explained so well here, was considered by our superintendents in connection with our recent school survey. Superintendent Hartwell of Buffalo reported on it. The plan provides that instead of assigning new teachers immediately to the schools in which there are vacancies, they should be assigned for a year to certain selected schools, called "teacher-centers," which are in charge of principals who are particularly interested and successful in the improvement of young teachers. At the end of a year of training in these centers, the new teachers are assigned to the regular elementary schools. During the year in the center, the teachers are assisted by "critic-teachers," who are selected on account of their helpfulness and sympathy toward young teachers. There is one critic-teacher for every five or six probationary teachers.

If this plan were adopted in this city, a very great change would have to be made in our organization. Our school system is so large that it is approximately equal in size to the combined school systems of five cities — Chicago, Philadelphia, Detroit, Baltimore, and Cincinnati.

In 1923, 1617 new teachers were appointed. If we had only one center in each district, there would be 48 centers, or practice schools, each having about 33 teachers in training. At the end of the year, these teachers would be succeeded by another group of 33 teachers in training. Of course that plan would be decidedly unfair to the pupils in the centers. If the number of teachers in training in a center were reduced to, say, twelve in each center, there would be 134 centers. It is estimated that the salaries of the critic-teachers, or special supervisors (at least 268), and the additional sums to be paid to the principals of the centers, would amount to about \$1,000,000 annually.

However, without regard to the cost of the plan or its complexity, the question arises as to its value in this city, in view of the fact that our newly appointed teachers must complete a three-year training-school course or its equivalent, pass an examination held by a separate board of examiners, and complete a three-year probationary period under the supervision of a district superintendent, a principal, an assistant to principal, and assisted also in the special subjects by special teachers in those subjects. Why should a new administrative unit, the "training centers," be established with a continual procession of teachers through them into the elementary schools? Whatever reasons may be advanced for this system in some places, I cannot see a necessity for it here, in view of the amount and kind of assistance given to young teachers by the supervisors mentioned above.

It may be true that some principals are more successful in improving teachers than other principals are. It may be true that some principals are very popular with their teachers because they "leave them alone." But, in my opinion, teachers respect the principal who really supervises them, in a helpful, encouraging way, just as pupils respect the teacher who maintains a reasonably high standard of scholarship and discipline. The cure for weakness in assisting young teachers is not to be found, in my opinion, in inserting a new administrative unit between the training schools and the elementary schools, but in insisting upon a better type of supervision by supervisors. We will not make weak or careless supervisors stronger by taking away their responsibility for improving young teachers. We will make them stronger only by placing responsibility squarely on their shoulders and seeing that they discharge it satisfactorily. This is a fundamental principle of good school management.

This question of the improvement of inexperienced teachers is, I think, a much larger one than the introduction of a new type of "teacher-center." In the short time at my disposal, I shall indicate very briefly some of the points under which it may be considered.

There are at least three important aspects to it :

1. *Questions relating to the follow-up, on the part of the training schools, of the success or failure of their graduates in actual service.*

Under this aspect of the question, we may suggest the following :

(a) The supervisors and teachers in the training schools should study, from time to time, the examination papers written by their graduates in the examinations held by the Board of Examiners. Nothing is more illuminating to a supervisor than the reading of the answer papers of the students.

He may study :

- (1) The form of the papers, their neatness and arrangement ;
- (2) The vocabulary, sentence structure, and other points relating to the form of expression used in the answers ;
- (3) The accuracy and fullness of information shown by the graduates in their answers ;
- (4) Their power to grasp the meaning of a question, to organize their answers, to think, to bring in appropriate illustrations.
- (5) The relationship of the work of the graduates in their examinations to the marks given to them for their class work. The great variation in teachers' ratings ¹ can best be checked up and a reasonable degree of uniformity in ratings obtained by a comparison of examination ratings with the ratings given in class work.

It might be advisable to appoint a standing committee in each training school for this purpose, consisting, perhaps, of a teacher of English, of psychology, and of principles of education.

(b) The supervisors of the training schools might study, from time to time, the reports made by principals and district superintendents on their graduates who are serving the probationary term. These reports include ratings on a number

¹ See Starch, *Educational Measurements*. The Macmillan Company.

of important phases of teaching, such as "thoroughness of drill," "skill in questioning," "use of objective illustrations," "power to interest," "control of class," etc. A study of these reports might show that the graduates of a particular training school were marked high or low in one or more of these items. If a study showed that a number of graduates were marked low in "thoroughness of drill" or "skill in questioning," the principal of the training school would have a basis for efforts at specific improvement in his school.

2. Questions relating to the quality and efficiency of supervision by supervisors in the elementary schools.

Of course, under this aspect of the question, we might discuss the entire question of supervision. The following points, however, are particularly pertinent to the question under discussion :

(a) The classes to which newly appointed teachers are assigned is very important. Too often they are assigned to the particular class in which the vacancy exists without regard to the problems presented by the class. Newly appointed teachers should not be assigned to opportunity classes, special classes of over-age or dull children, or classes which present serious problems in discipline and attendance. They should be assigned to classes in the second or third year. There are few questions more important from the point of view of the success or failure of a new teacher than the care exercised in the first assignment.

(b) The attitude of the supervisors toward the young teacher is very important. Is it helpful and sympathetic, or faultfinding and critical? Is the teacher supervised sympathetically, with reasonable allowance for her immaturity and inexperience, or is she left alone, to sink or swim? Supervisors have many things to do, and unless they realize the necessity of helpful supervision, the many administrative duties, reports, and other troublesome items, which demand immediate attention, will occupy all their time and a struggling young teacher may be forgotten.

(c) The attitude of the other members of a corps of teachers toward the new teacher has a helpful or harmful influence

on her work. In some schools the new teacher is received by the other teachers in a courteous, pleasant, helpful spirit; in others, no one pays any attention to her. A new teacher should be received pleasantly by her colleagues and made to feel at home. She should be given an opportunity to study their term plans and progress books, charts, and other devices for teaching. Teachers who have the same grade should be willing to give her the benefit of their experience.

3. *Questions relating to the kind of preparation, in scholarship, professional attitude, and personality, which is given in our training schools.*

(a) The first point, in my opinion, in this connection, is the attitude toward the work which is imparted by the training schools to their students. The greatest lesson in education, it has been said, is the lesson of self-help.¹ Are the training schools teaching their students to help themselves, to show a reasonable degree of initiative and resourcefulness in solving their own problems, or are they sending them into the schools imbued with the idea that they are to be coddled and helped at every turn? Is there no point at which this attitude of being helped shall stop and a student shall become an adult, looking squarely at his job and standing firmly on his own feet? Some lack of adjustment there will always be between the more or less academic atmosphere of a training institution and the stern demands of real life. We find it in the law and medicine as well as in teaching. The best kind of training that can be given to young teachers is a training that tells them that life is real and earnest, that they must take it as it is, that they must put forth real effort instead of relying continually on assistance from others. I have seen many lessons in the training schools in which teachers have gone out of their way to remove every difficulty from the lessons, so that the mental plane of the work was far below what should be considered a reasonable standard for students in these schools. Such teachers are not training their students for real work as teachers.

¹ William Torrey Harris; Roberts, N. E. A.

(b) Then, too, the training schools should imbue their students with a professional attitude toward the schools and society, as well as a professional attitude toward their supervisors and their fellow-teachers.

We like to say that teaching is a profession, perhaps the noblest profession next to the ministry. The outside world will not consider it a profession if we, who are enrolled in it, do not think and act as if we ourselves really considered it a profession.

Young teachers should come into the schools imbued with the idea of service. Too often, I think, the training-school students give undue thought to the minutiae of methods and of professional knowledge, and too little consideration to the great moral and social importance of this work.

(c) Are the training schools leading their students to realize the fundamental aim and purpose of education? Are they giving the students the force of character to realize this aim among the changing waves of public and professional opinion on educational questions?

Education has many aims today. Among them may be mentioned the scholastic aim, the health aim, the social aim, the moral aim. The leaders in education in this country today agree upon the necessity of emphasizing the moral aim of education — that education, above all, is the building of character. Are the training schools emphasizing that aim in all their work? Do the graduates of these schools enter the classrooms of the public schools with the conviction that it is the most important aim, and with a determination to realize this aim in every way that it can be realized, or have they no definitely formed opinions on this subject, or, perhaps, opinions that other aims are fundamental?

(d) Are the training schools imparting to their students a sympathetic attitude toward children, an understanding of their strength and weakness, of the reasons for their shortcomings, and an appreciation of the truly marvelous advances they make during their early school years? Are they imbuing their students with a scientific attitude toward their work, so that new suggestions and old practices will be considered in the light of modern methods of investigation

and study, and not in the light of prejudice and unintelligent acceptance of existing practices?

(e) Finally, are the training schools emphasizing personality as the most important characteristic of a good teacher? Are they doing all they can, in every way, to improve the personality of their students? Are they emphasizing and developing the desirable traits of teachers, and seeking to eliminate the undesirable traits? If they are not doing this, they are losing an opportunity to be of the greatest service to their students, because the real worth of a teacher lies in those traits of character which make her a model for imitation, conscious and unconscious, on the part of her pupils.

10. A COMPARATIVE STUDY OF CERTAIN ASPECTS OF THE POLICIES AND PROGRAMS OF MUNICIPAL TEACHER-TRAINING INSTITUTIONS IN THE UNITED STATES

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¹ Made under the direction of Dr. Ambrose L. Suhrie, Professor of Normal School and Teachers College Education, New York University, 1926

I. INTRODUCTION

In this comparative study of the organization and administration of City Teacher-Training Institutions, returned questionnaires were received from 21 schools in 19 American cities. The cities range from New York, the largest, to Bridgeport, the smallest city reported in this study. It might be of interest to state that Bridgeport is the forty-fourth largest city in the United States.

Of the 25 cities of intermediate size not considered here, most of them do not now maintain municipal teacher-training institutions. Many of them, however, have state teacher-training institutions within their boundaries or near by. Some of them have private teacher-training facilities or colleges which assume partial responsibility for the training of their teachers.

It is also interesting to note the official names of this list of institutions: 9 are called city normal schools; 4 are called teachers colleges; 3 are called (university) schools of education; the 3 in New York City are called training schools for teachers; 1 is called a teachers training school, and 1 is called a normal training school.

We have returned questionnaires from the following cities: New York, Chicago, Philadelphia, Detroit, Cleveland, St. Louis, Boston, Washington, Cincinnati, New Orleans, Kansas City, Jersey City, Rochester, Louisville, Akron, Atlanta, Syracuse, Richmond, and Bridgeport.

For the purpose of making comparisons on a fairer basis, we shall divide these cities into two groups: (1) *Group "A,"* comprising the seven largest American cities in point of population and maintaining municipal teacher-training institutions, namely, New York City, Chicago, Philadelphia, Detroit, Cleveland, St. Louis, and Boston, from all of which we have returned questionnaires. (2) *Group "B,"* comprising the twelve remaining smaller cities of our study; namely, Washington, Cincinnati, New Orleans, Kansas City, Jersey City, Rochester, Louisville, Akron, Atlanta, Syracuse, Richmond, and Bridgeport, from all of which we have returned questionnaires.

II. THE LENGTH AND KINDS OF CURRICULA OFFERED

The first subject of this report is on the length and kinds of curricula offered.

In Group "A" there were reported kindergarten, elementary, junior-high, senior-high, and special curricula in pre-service training courses varying in length from 2 years to 5 years, i.e., 2-, $2\frac{1}{2}$ -, 3-, 4-, and 5-year curricula.

As to kindergarten and elementary curricula, Boston is on the 3-year pre-service level, and New York, Chicago, and Cleveland are emerging into the 3-year pre-service level. Detroit, Philadelphia, and St. Louis are on the 2-year pre-service level. New York permits the rapid-advancement group to complete the kindergarten and elementary 3-year pre-service curricula in $2\frac{1}{2}$ years. Detroit and St. Louis, in addition to the 2-year curriculum, offer 4 years of pre-service training for kindergarten, elementary-, junior-high-, and senior-high-school teaching. Boston offers 4 years of pre-service training for junior-high- and 5 years for senior-high-school teaching. Chicago offers a 1-year curriculum for college graduates who decide they want to prepare for kindergarten and elementary teaching, and Boston offers a 1-year curriculum for college graduates who wish to prepare for senior-high-school teaching.

In Group "B," the 12 smaller cities each of whose population is less than three quarters of a million, there were reported kindergarten, elementary, junior-high, senior-high, and special curricula on either the 2-year, 3-year, 4-year, or 5-year pre-service level.

In Cincinnati they offer a 5-year pre-service curriculum for each of the kindergarten, elementary, junior-high, senior-high, and special teaching fields. Akron offers curricula on the 3-year, 4-year, and 5-year pre-service levels as follows: (a) 3 years' pre-service training for kindergarten, elementary, and special teachers; (b) 4 years' pre-service training for kindergarten, elementary, junior-high, and special teachers; (c) 5-year pre-service curricula for kindergarten, elementary, junior-high, senior-high, and special teachers. Rochester and Syracuse each offer 3 years of pre-service training for

kindergarten and elementary teaching. Richmond has the 3-year kindergarten, elementary, and junior-high curricula under consideration. Washington, New Orleans, Kansas City, Louisville, Atlanta, Richmond, and Bridgeport each offers 2-year pre-service curricula for kindergarten and elementary teaching. Kansas City offers a 3-year pre-service curriculum for junior-high-school teaching. Louisville and Richmond each offers a junior-high-school curriculum of 2 years in length.

III DIPLOMAS GRANTED AND DEGREES CONFERRED

In Group "A" the total number of diplomas granted run in the same order as the population, except New York City, which ranks second. Possibly New York would lead in the number of diplomas granted but for the fact that her three "training schools for teachers" are now emerging into the 3-year requirement for pre-service training for kindergarten and elementary teaching. Chicago tops the list, reporting 1019 diplomas granted during this year. Boston, the smallest city in Group "A," granted 131 diplomas during the year. (See Table 2, page 357.)

In Group "A," degrees were conferred by Detroit, Cleveland, St. Louis, and Boston. Detroit conferred 40 degrees, B.S. in Education. Cleveland conferred 5 degrees, 4 Ed.B. and 1 A.M. in Education. St. Louis conferred 29 A.B. degrees. Boston conferred 40 degrees, Ed B. and B.S. in Education. It might be stated again that Boston offers a 5-year curriculum for senior-high-school teachers, and that the Teachers College of the City of Boston has requested and expects authority from the Legislature sometime in the near future to confer the Master of Education degree.

In Group "B" the largest number of diplomas granted by any institution within the last year was 136 by New Orleans. Washington granted 109. The lowest number reported was 24 by Bridgeport. Even though on a 3-year level, Syracuse granted more diplomas than a number of larger cities in each of which 2-year curricula are offered. It granted the same number of diplomas as did Jersey City.

In Group "B" the only institutions conferring degrees among those which have returned the questionnaires are the teacher-training institutions in Cincinnati and Akron. Cincinnati reports within the last year 114 degrees conferred as follows: 100 B.S. and B.E., 12 M.A., and 2 Ph.D. This is the largest number of degrees conferred by any institution in Group "A" or Group "B" which returned questionnaires. This large number is partly accounted for by the fact that Cincinnati offers 5-year curricula in the kindergarten, elementary, junior-high, senior-high, and special teaching fields, and with no shorter courses. Cincinnati offers curricula leading to the following degrees: B.S., A.B., A.M., and Ph.D. Akron offers curricula leading to degrees as follows: B.E., M.A., M.S., and M.E.

IV. KINDS OF CERTIFICATES AUTHORIZED

The curricula in both Groups "A" and "B," in practically all the institutions reported, except those in New York City and those in the State of Ohio, lead to local and state certification without examination. Usually, upon the presentation of approved credentials for work satisfactorily completed, candidates are given state certification.

In New York City, graduates of the "training schools for teachers" must pass examinations given by the City Board of Examiners, after they have completed their training-school work, to secure local certification.

Cincinnati does not grant any diplomas. No diploma courses are offered. Degrees are conferred at the completion of 5-year kindergarten, elementary, junior-high, senior-high, and special curricula. When the credit which is required for the degree is properly certified to the State Department of Education, state certification to teach is granted.

V. REQUIREMENTS FOR APPOINTMENT TO TEACHING STAFF

In Group "A," teachers for the instructional staff, as distinct from the laboratory-school staff, *may* be nominated from the country at large in all these cities except the three

largest, New York, Chicago, and Philadelphia. In Chicago they are nominated from an eligible list, as differentiated from a Civil Service list. In New York, teachers are nominated by the Board of Superintendents, and nomination is confirmed by the Board of Education. They are given an examination after their appointment, but before they are permitted to teach. Their appointment by the Board of Education is subject to their obtaining the necessary license. In a number of cities in which teachers for municipal normal schools may be nominated from the country at large, the practice is to select from within the system if satisfactory material is available. All institutions in Group "A" require at least a Baccalaureate degree or its equivalent for appointment to the instructional staff. Detroit requires a Master's degree or its equivalent for appointment. Chicago and Cleveland in practice virtually require the Master's degree or its equivalent. The only institutions in Group "A" which make experience in elementary school teaching a prerequisite (by Board requirement) to appointment to the instructional staff, are the three New York "training schools for teachers." Here they require three years of experience in elementary school teaching before appointment. In Cleveland, while there is no Board ruling requiring experience in elementary school teaching, yet in practice only persons who have had such experience are chosen.

In reference to appointment to the laboratory-school staff in Group "A," no institutions except those in New York City require a degree or its equivalent. All these city teacher-training schools make experience in elementary school teaching a prerequisite for appointment to the laboratory-school staff except the Harris Teachers' College in St. Louis, which requires no experience. However, most of these teachers have had such experience.

In Group "B," teachers for the instructional staff may be nominated from the country at large in all institutions. A few stated that while they may nominate from the country at large, yet in practice they usually appoint local teachers. In reference to appointment in Group "B," here, too, at least the Baccalaureate degree or its equivalent is a prerequisite

to appointment to the instructional staff, except in New Orleans, Rochester, and Syracuse. In these three schools no degree is required for appointment to the instructional staff. Rochester has no prescribed standard in determining equivalent training. Each individual case is judged on its merits. Syracuse states that while no degree is required for appointment, those with a degree are given preference. In Cincinnati and Akron, the Ph.D. is required for professors and associate professors. In the Kansas City Teachers College, the Master's degree or its equivalent is a prerequisite.

In Group "B" seven of the twelve institutions do not require experience in elementary school teaching for appointment to the instructional staff, while the remaining five do require it. Two of the five institutions stated that while they do not require this experience, yet all their teachers have had it. Another makes a distinction by setting up the requirement of experience as a prerequisite for appointment in certain types of positions. Another reports experience a prerequisite for all theory or methods teachers on the instructional staff.

In Group "B," Cincinnati, Atlanta, and Akron make a degree a prerequisite for appointment to the staff of the laboratory school. All but one of the smaller cities require elementary-school-teaching experience for appointment to the laboratory- or training-school staff.

VI. SALARY SCHEDULES

1. *For Chief Administrative Officers*

We shall assume as an idealistic standard that the salary schedule of teachers-college presidents, normal-school principals, or university-school deans should be on a level with that of the associate or assistant city superintendents. In Group "A," the seven largest cities of the United States, the salary of the chief officer in all these cases, except at Cleveland, is less than that paid either the associate or assistant superintendent. In Cleveland, where he ranks as an assistant superintendent, the salary schedule is the same as that for

assistant superintendents. In New York, the rank is reported as being below that of assistant and district superintendents, and they report the salary schedule on the same level as that for senior high school principals. In Chicago, Detroit, and St. Louis, no distinctive rank is given the chief administrative officer, and the salary in each of these cities is reported as higher than high school principals but less than associate superintendents. In Philadelphia, the Normal School principal is on the same salary schedule as district superintendents and senior-high-school principals. In Boston, the Teachers College principal has the same rank as high school principals. The salary here reported is less than that of the associate superintendent.

In Group "A" the cities that have and those that do not have directors of training are about equal in number. In most of these cities where a director is employed, his salary is less than the highest salary paid to the elementary school principal in the same city. Philadelphia is the exception. The director of training in this city receives more than the highest salary paid for an elementary principalship in that city.

In Group "B" in most cases the reported salary of the chief administrative officer is higher than the senior-high-school principal's salary but less than that of the assistant superintendent, with a few cases reporting the same rank and the same salary as the assistant superintendent's. One principal is on the same level as junior-high-school principals. His salary is less than that of the senior-high-school principal. It is to be noted that in Cincinnati's School of Education, which is a part of the Municipal University, the dean's salary is the highest reported in either Group "A" or Group "B."

In Group "B" the cities that have and those that do not have directors of training are also about equal in number. A number of the questionnaires returned state that while they have no particular person designated as director of training, the principal or some other member of the staff acts in that capacity. In this group the salaries of the directors of training are reported as being equal to or higher than the

highest salary paid for an elementary school principalship in the respective cities.

2. For Members of Instructional Staff

We shall assume as a guiding standard that the salary schedule of teachers-college and normal-school faculty members should be on a level considerably above that of high school teachers. The salary schedule for teachers-college instructors should be at least comparable to the salary schedule for elementary school principals. Unless this is true, it will be impossible to attract to the schools, where the future teachers are trained, the best possible professional talent.

In both Groups "A" and "B," in all cities, the teachers-college or normal-school salary schedules reported for teachers is equal to or higher than that of high school teachers. In all cities in Group "A," except New York and Philadelphia, the schedule is higher. In all these cities it varies from \$200 to \$300 higher than the minimum in high schools, and from \$200 to \$1000 higher than the high school maximum.

At this point attention is called to a rather distinctive provision of the salary schedule of the Cleveland School of Education. Although the normal maximum in this school is but \$300 higher than the normal high school maximum, a provision is included to this effect: that on the recommendation of the city superintendent of schools, approved by the board of education, the maximum may be exceeded in unusual cases "to secure or to hold teachers of exceptional merit." A number of the more responsible positions are filled by persons who receive salaries considerably above the normal maximum.

Among the schools in Group "B," the Cincinnati School of Education, which is one of the coördinate colleges of the Municipal University, has a salary schedule, for a city in this class, quite worthy of emulation, especially in its upper ranks. It provides in all ranks for an annual increment of \$100. Full professors' minimum is \$4000; maximum, \$5000; associate professors' minimum, \$3600; maximum, \$4400; assistant professors' minimum, \$2750; maximum, \$3500; instructors' minimum, \$2000; no maximum given.

3. *For Teachers in Laboratory-School Staffs*

In Group "A" the salary schedules of teachers in the laboratory schools (demonstration, participation, training, and experimentation) are on a level with, or above, the salary schedule for the cities' elementary teachers. The laboratory or training teachers in Philadelphia are on the same schedule as junior high school teachers. The differentials above this regular schedule reported vary from \$200 to \$600. New York City reports "model" teachers on the same schedule as theory teachers in their normal schools, and heads of "model" schools on the same salary schedule as elementary school principals. In Detroit, principals of laboratory schools receive \$400 more than the city elementary principals, while the director of training receives \$500 less than the highest salary paid an elementary school principal of that city.

In Group "B" the salary schedule for laboratory- or training-school teachers is on a level with, or above, the salary schedule for elementary teachers. Rochester and Bridgeport report the same salary schedule for the laboratory- or training-school teachers as that for the instructional staff of the city normal school. Rochester states that it is necessary to pay a good grade critic-teacher as much as a methods teacher in the normal classes. While Atlanta's report shows the salary schedule the same as for elementary teachers, it provides for a larger annual increment. Only one city reports no differential in salary. The differentials in this group vary from \$100 to \$1000 per annum. Rochester reports the salary schedule for the laboratory staff as \$1000 more than elementary teachers and \$600 more than regular teachers in junior and senior high schools.

VII. THE TEACHING LOAD

At this point it seems wise to sound a note of warning. It is this: caution should be used in the interpretation of any statement concerning the teaching load. As an ideal guide, we shall assume that the teaching load in the teachers college or normal school ought to be lower than in a high school,

that it should approximate that of colleges and universities, i.e., where subject matter is reasonably fixed from year to year. Of course, where extensive continuous preparation is necessary and desirable, the number of hours should be correspondingly reduced.

In both groups the normal standard teaching load was considered in most cases to be 15 or 16 teaching hours per week. The highest reported was 24. However, the reported maximum in most cases was 18 or less. The minimum teaching load where answer to questionnaire was not qualified was 12 hours.

Moreover, the teaching load as compared with that reported for high schools in these same cities is considerably lower. The most frequent answer to the number of teaching hours per week regarded as the high school standard teaching load is 25, with a few reporting 30 clock hours.

VIII. COMMITTEE ORGANIZATION OF STUDENTS AND FACULTY

All institutions in Group "A" except one reported some form of committee organization of students and faculty. In this group, the committee organization of faculty and students of the Cleveland School of Education, the Detroit Teachers College, and the Philadelphia Normal School are significant. The joint student-faculty committees in the Cleveland School of Education, and their functions, are illuminating. The spirit of real democracy can be seen by studying the organization and activities of these committees. The joint committees reported at this institution are: 1. Admissions and Student Standing; 2. Curriculum Revision; 3. High School Relations; 4. Assembly; 5. Club Organizations; 6. Social Training; 7. Private Dining Room; 8. Public Pay Performances; 9. Publications and Publicity; 10. Field Service

These committees vary in the number of their members. The general plan is to have on various committees student representatives from each club and each class section, and also class representation. The number of faculty members

on these joint committees varies from three to seven. The faculty members of these committees are appointed by the dean, whereas the student members are appointed by the student senate. Each committee has a faculty chairman and also a student vice-chairman. Meetings of these various committees are scheduled and held within the limits of the school day, and not after school hours.

The committee organizations at the Detroit Teachers College comprise two types: eleven faculty committees whose members are appointed by the dean, and fourteen committees appointed by student and faculty groups. The eleven faculty committees are: 1. Curriculum; 2. Publications; 3. Alumni Activities; 4. House; 5. Catalogue; 6. Commencement; 7. Degrees and Credit; 8. Rating; 9. Placement; 10. Scholarship; 11. Men's Activities.

The fourteen committees appointed by student and faculty groups are: 1. House, 2. Assembly; 3. Publicity; 4. Membership; 5. Point System; 6. Bulletin Board; 7. Poster; 8. Social, 9. Nutrition; 10. Garden; 11. Exchange Books; 12. Flower; 13. Gift; 14. T. C. Times. In addition to these, there are the several class committees.

The number of members for faculty and other committees at the Detroit Teachers College varies from one to eight.

At the Philadelphia Normal School they report an executive committee of the general assembly and five functioning student committees as follows: 1. Morale; 2. Social; 3. Athletics; 4. Publications; 5. Finance. The general assembly is a governing body and has authority on all matters except where legal requirements are laid on administrative and supervisory officers. The chairman of the general assembly is the principal of the Normal School. The associate chairman is a student. The four class presidents and delegates from the student body compose the executive committee of the general assembly. There is also a general committee made up of the chairman of the five functioning committees.

The faculty, as a whole, of the Philadelphia Normal School constitute a committee on curriculum revision. This group is divided into sub-committees, one for each subject in the

curricula, with faculty members as chairmen. The principal is chairman of the general committee. There is also a small steering committee. Faculty members are appointed by the faculty, and student members are elected to student committees by the students, in the Philadelphia Normal School.

In Group "B" all institutions except two report some form of committee organization. Many of these city normal schools make provision for committee meetings within the limits of school hours. In this group, as in Group "A," the members of student committees are usually elected by students or the student council, and faculty members are ordinarily appointed by the chief administrative officer.

No attempt will be made here to describe the committees listed in these various reports. The purpose here is rather to point out the increasing rôle committees play in the organization of our city normal schools. There are three types of committees reported, viz., faculty committees, student committees, and joint faculty-student committees. Under the heading of faculty committees in the returns from cities in Group "B" are the following: Student Programs, Admission and Standing, Curriculum, Assemblies, Student-Teaching, Personal Fitness, Schedule, Faculty and General Entertainment, Building and Grounds, Health, Standards, Instruction, Graduates' Interests, Ratings, Library, Graduation, Social, Student Organizations, Summer Session, Extension, Matriculation, Games, Probationary Teaching, Student Aid, and others. There were more different committees listed under the head of faculty committees than under that of either student committees or joint faculty-student committees.

Under student committees were listed the smallest number. They are: Social, Assemblies, Citizenship, Ways and Means, Sport, Pep, Publicity, Clubs, Pin, and Color committees.

Those listed as joint faculty-student committees are: Student Council, Student Affairs, Assembly Programs, Government, Athletic Association, School Paper, Advisory, Publicity, House, Social, Moving-Picture Machine committees, and others. Not only are students participating in the

management of the school through service on these various committees, but they are developing and living the corporate life of a school community.

IX. CLUBS AND OTHER ORGANIZATIONS

In reference to clubs and other organizations, no attempt will be made to describe them in this paper. Again the purpose will be to point to the increasing rôle they play, and to note in general the place they occupy in the modern school.

One of the most important and significant of these student activities is student participation in the government of the school. The returned questionnaires show that practically all student councils and associations meet within school hours. In reference to clubs and school organizations other than the student council, the answers indicate that about one half of them meet within the limits of school hours, and that the other half do not. The tendency seems to be in the direction of making these organization and club activities an integral part of the curriculum, and of gradually ceasing to designate them as extra-curricular activities. In both Group "A" and Group "B," the following clubs were listed¹ in response to the questionnaire request on this subject :

- | | |
|-----------------|--------------------------|
| 1. Athletic | 13 Art Needlework |
| 2. Dramatic | 14. Arista Alumni |
| 3. Glee | 15. Bible |
| 4. Art | 16. Camera |
| 5. Nature | 17. Chess |
| 6. Debating | 18. Choral |
| 7. Hikers | 19. Classical |
| 8. Kindergarten | 20. Clio |
| 9. Literary | 21. Clogging |
| 10. Music | 22 Dragon |
| 11. Orchestra | 23. Fellowship |
| 12. Ukulele | (Continued on next page) |

¹The first twelve clubs are listed according to the total number of times they appear in all the responses. The remaining clubs each appear once in the responses.

- | | |
|--------------------|----------------------------|
| 24. Folk Dancing | 41. Rococo |
| 25. French | 42. Rural |
| 26. Garden | 43. Schubert |
| 27. Junior | 44. Science |
| 28. Junior Drama | 45. Senior |
| 29. Know Your City | 46. Senior Drama |
| 30. Literature | 47. Spanish |
| 31. Menorah | 48. Sporting |
| 32. Men's | 49. Sub-Junior |
| 33. Normal "Y" | 50. Sub-Senior |
| 34. Outdoors | 51. T. C. Times |
| 35. Peedee | 52. Teachers College Union |
| 36. Penmanship | 53. Teachers' |
| 37. Players | 54. Tourist |
| 38. Psychology | 55. Upper Junior Harmonic |
| 39. Red Cross | 56. Wanderlust |
| 40. Riding | 57. Y. W. C. A. |

Other organizations and groups listed are :

1. Class Organizations
2. Class-Presidents Group
3. Editorial and Paper Staffs
4. High School Graduates (alumni of a given school)
5. International Round Table
6. Maxwell Honor League
7. Men's Athletic Association
8. Student Associations
9. Student Councils
10. Women's Athletic Association

X. ORGANIZATION OF LABORATORY SCHOOLS, AND DISTRIBUTION OF ADMINISTRATIVE AND SUPERVISORY RESPONSIBILITIES IN THEM

In Group "A" the summary of responses to the inquiry as to laboratory schools of any kind on or near the campus shows the following types, which correspond to the function they serve, and the total number reported in these nine municipal institutions :

Observation, 8	Demonstration, 4
Participation, 5	Supervised Teaching, 3
Practice-Teaching, 5	Model Schools, 3

In Group "B" the summary of different types of laboratory schools on or near the campus reported is as follows :

Observation, 8	Supervised Teaching, 7
Demonstration, 8	Participation, 5
Practice-Teaching, 7	Model Schools, 4

Practically all the replies from both Group "A" and Group "B" state that the "practice-teaching" or "supervised student-teaching" is centralized at public schools or centers set aside usually in the elementary schools of the city system for this purpose.

In Group "A" the returns show that in each of these schools the same officer appoints or assigns teachers to the campus laboratory schools and to the non-campus practice or supervised student-teaching centers. The appointing officer or officers in these cities vary greatly. In this group, they are : the Principal, the Head Critic, the Assistant Principal, the Assistant Superintendent, the Dean, the General Supervisor with the consent of the Dean, and the Superintendent of Schools.

In Group "B" the appointing officers vary as to the different cities. In this group, they are : the Principal by order of the Board of Education, the Superintendent of Schools, Instructor in Methods, Board of Superintendents, Assistant Director of Training School, City Superintendent and Dean, Head of Training Department, a Committee of Theory Teachers and the Principal. The Principal of the Normal School recommends, and the Superintendent of Schools appoints.

In most of the returned questionnaires in Group "B," the same officer or officers appoint or assign teachers to the campus laboratory schools as to the non-campus schools.

In both Group "A" and Group "B," in answer to the question, "What is the maximum number of different 'students-in-training' for the supervision or direction of whose work one critic- or training-teacher is responsible in any given week?" the median maximum number reported was four. Three schools reported one as the maximum number of students-in-training for one critic- or training-teacher.

In both groups, nearly all the institutions report one training-teacher, supervisor of training, or critic-teacher for each full-size class group of children in the training school. Only four institutions report a training- or critic-teacher in charge of more than one full-size class group. In one institution the report states that they have six groups in charge of such a teacher.

In Group "A" the replies as to the median size of classes in the campus laboratory schools vary from 25 to 45. The median of the answers to this question is 40. The replies as to the median size of classes in the training schools or "centers" off the campus vary from 30 to 50, and the median of the answers here is also 40.

In Group "B" the replies as to the median size of classes in the campus laboratory schools vary from 30 to 42. The median of the answers to this question is 35. The replies as to the median size of classes in the training schools or centers vary from 30 to 50, and the median of these answers is 38.

In Group "A," as to what percentage of the total number of credits required for graduation from the minimum pre-service course is required to be taken in laboratory teaching (that is, observation, demonstration, participation, practice-teaching — using these terms in their most inclusive sense), the answers vary from 15 to 50, with 16 $\frac{2}{3}$ % as the median answer.

In Group "B," as to what percentage of the total number of credits required for graduation from the minimum pre-service course is required to be taken in laboratory teaching, the replies vary from 10 to 40, with 25% as the median answer.

In both Group "A" and Group "B," in reference to the percentage of teachers on the teachers-college or normal-school faculty in other subject-matter and theory departments who have some direct responsibility for the direction and supervision of the work in one or more of the institution's laboratory schools (for observation, demonstration, participation, and practice-teaching — using these terms in their most inclusive sense), the answers vary. There were six institutions that answered this question as 100%. More than

two thirds of the answers were above 66 $\frac{2}{3}$ %. Only four answers in both groups were below 50%.

XI. PLACEMENT AND FOLLOW-UP, OR HELPING-TEACHER SERVICE

In Group "A," in the nine institutions located in the seven largest cities of the United States, four schools report that their graduates all get immediate appointment to teaching positions within the city. Five report that their graduates do not get immediate appointments. Two of the five schools report that 100% of their graduates are kept on the waiting list. These schools state further that all their graduates usually receive appointments within one year or less.

In Group "B," in the smaller cities of this study, four schools report that all their graduates receive immediate appointment to teaching positions within the city. Eight of the twelve report that all their graduates do not receive immediate appointment. One states that 100% of its graduates are kept on the waiting list; two report 50%; one reports 40%; two, 25%, and the other two do not give the percentage of graduates that are kept on the waiting list. The replies from these schools as to the length of time graduates remain on the waiting list vary. They are: "Very brief," twenty weeks, one year or less, one year, one and one-half years; and two state, "indefinitely" for graduates low on the list.

In both groups, in all the institutions of this comparative study, all but three report that their graduates who are appointed get assignment to the kind of teaching positions for which they have made specific preparation.

In both groups, "A" and "B," all institutions except two state that graduates on the "waiting list" are assigned to substitute service. One of the two answering "no" states further that its graduates are not assigned, but may be called if needed.

In Group "A" two institutions replied that students pursuing the pre-service course and not yet graduated are sometimes assigned as substitutes.

In Group "B" three institutions replied that students pursuing the pre-service course are sometimes assigned as substitutes.

In both groups, all the remaining schools replied that students not yet graduated are never assigned as substitutes. Two schools state that their students not yet graduated are assigned to day-to-day substitute service only in cases of emergency.

The institutions in both groups, "A" and "B," were unanimous in stating that it is not their policy to require day-to-day substitute service of students before graduation.

In Group "A," in reply to the question, "Is the person who assigns the graduates to specific teaching positions an administrative officer of your institution?" the answers were all in the negative.

In Group "B" seven of the answers were in the negative, while five stated that the person who assigns the graduates to specific teaching positions is an administrative officer of the institution.

Two institutions in Group "A" and two institutions in Group "B" replied that the person who assigns substitutes is an administrative officer of the institution. All the other schools stated that substitutes are not assigned by the institution's administrative officers.

In Group "A," only two of the institutions state that their graduates are given any special or intensive supervision and help during the first year or term of their assignment.

In Group "B" seven of the twelve schools state that their graduates are given special supervision and help during the first year of their assignment.

One states that the coöperating or helping teacher visits, counsels, and helps the beginning teacher. Three state that they have probationary schemes one year in duration, and that the probationary teaching is done under the supervision of the normal-school or teachers-college faculty. In other words, "the first year is a 'tryout' year in a way." Another states that one member of the normal-school staff is appointed to give supervision and help to graduates during their first year.

All institutions in Group "A" but two, and all institutions in Group "B" but two, state that their graduates are legally and technically "on probation" during the early period of their appointment.

In Group "A" the length of probation varies from one year to three years, according to the responses. In Group "B" the variation is from one year to five years. The most frequent answer to this query is three years, and the next most frequent answer is one year.

In Group "A," in response to the question as to whether graduates are recommended for "permanent" status by the officers of the faculty, all institutions except one answer "no."

In Group "B" all institutions except four answer "no" in response to this query.

In both Group "A" and Group "B," in the 21 cities of this study where graduates are not recommended for "permanent" status by the officers of the teacher-training institution, the responsibility for making such recommendations in practically all these cities is placed on the supervisory staff of the city school system. According to the returned questionnaires, this responsibility is given (1) to the superintendent of schools, (2) to the assistant superintendent, or (3) to the district superintendent. Four of the replies state that the principal of the building where the graduate teaches must first recommend the teacher to the superintendent or to his assistant, who in turn must recommend the graduate for "permanent" status.

It is clear that there is a considerable amount of follow-up supervision of graduates during the probationary period of their teaching, more particularly during the first year, by members of the staff of the municipal teacher-training colleges. It is equally clear that the responsibility for determining whether a graduate at the end of her probationary period shall be given a permanent appointment rests in all cases upon some member of the administrative or supervisory staff of the superintendent other than the administrative head of the teacher-training college from which she has been graduated.

TABLE 1

MUNICIPAL TEACHER-TRAINING INSTITUTIONS OF THE UNITED STATES
REPORTED IN THIS STUDY

CITY	1920 POPULATION	RANK	NAME OF INSTITUTION	CHIEF OFFICER	TITLE
<i>Group A</i>					
1 New York	5,620,000	1	N Y Training School for Teachers	Hugo Newman	Principal
2 New York	5,620,000	1	Maxwell Training School for Teachers	Emma L Johnston	Principal
3 New York	5,620,000	1	Jamaica Training School for Teachers	A C McLachlan	Principal
4 Chicago	2,701,000	2	Chicago Normal School	William B Owen	President
5 Philadelphia	1,823,000	3	Philadelphia Normal School	Edwin W. Adams	Principal
6 Detroit	993,000	4	Detroit Teachers College	Warren Bow	Dean
7 Cleveland	796,000	5	School of Education	Charles W Hunt	Dean
8 St Louis	772,000	6	Harris Teachers College	J Leslie Purdom	President
9 Boston	748,000	7	Teachers College of City of Boston	Wallace Boyden	President
<i>Group B</i>					
10 Washington	437,000	14	Wilson Normal Training School	Miss A M Coding	Principal
11 Cincinnati	401,000	16	School of Education	L A Pechstein	Dean
12 New Orleans	387,000	17	New Orleans Normal School	Margaret C Hanson	Principal
13 Kansas City	324,000	19	Teachers College of Kansas City	G W Diemer	Director
14 Jersey City	298,000	22	Teachers-Training School	William A Messler	Principal
15 Rochester	295,000	23	City Normal School	Edward J Bonner	Principal
16 Louisville	234,000	29	Louisville Normal School	Elizabeth Breckinridge	President
17 Akron	208,000	32	School of Education	W J Bankes	Dean
18 Atlanta	200,000	33	Normal Training School	Emma Wesley	Principal
19 Syracuse	171,000	37	City Normal School	J Edward Banta	Principal
20 Richmond	171,000	38	Richmond Normal School	W D Ellis	Principal
21 Bridgeport	143,000	44	Bridgeport Normal School	Margaret Kiely	Principal

TABLE 2

ENROLLMENT, DIPLOMAS GRANTED, AND DEGREES CONFERRED IN
MUNICIPAL TEACHER-TRAINING INSTITUTIONS OF THE UNITED STATES
REPORTED IN THIS STUDY AS OF APRIL, 1926

INSTITUTION	NUMBER ENROLLED	WITHIN THE PAST TWELVE MONTHS	
		NUMBER OF DIPLOMAS GRANTED	NUMBER OF DEGREES CONFERRED
<i>Group A</i>			
1. New York Training School . . .	1250	95	0
2. Maxwell Training School	1800	160	0
3. Jamaica Training School	1225	190	0
4. Chicago Normal School	2222	1019	0
5. Philadelphia Normal School . . .	1126	423	0
6. Detroit Teachers College	953	349	40
7. Cleveland School of Education . .	490	185	5
8. St. Louis — Harris Teachers College	950	162	29
9. Teachers College of City of Boston .	727	131	40
<i>Group B</i>			
10. Washington Normal School . . .	236	109	0
11. Cincinnati School of Education . .	1575	75	114
12. New Orleans Normal School . . .	257	136	0
13. Kansas City Teachers College . . .	304	88	0
14. Jersey City Training School . . .	269	72	0
15. Rochester City Normal School . . .	157	73	0
16. Louisville Normal School	300	89	0
17. Akron School of Education	246	20	65
18. Atlanta Normal Training School . .	104	54	0
19. Syracuse City Normal School . . .	176	72	0
20. Richmond Normal School	103	47	0
21. Bridgeport Normal School	80	24	0

11. GENERAL DISCUSSION

JOHN W. WITHERS

Dean of the School of Education, New York University

[This discussion was directly related to the reports and topic summaries which had previously been presented. Because of the absence of the stenographer from the room at the time it was presented, it has been impossible to reproduce in satisfactory form and order the substance of the speaker's challenging analysis of the contributions made during the day's conference. Under the circumstances, the best that the editor can suggest to the reader are two articles by Dean Withers on certain special aspects of the professional education of teachers, bearing the title "The Training of Teachers in Service," in *The Elementary School Journal* for October, 1918, and December, 1918 (Vol. XIX).]

Concluding Remarks by the Chairman

THANKS to the splendid coöperation and courtesy of the speakers, this session can be brought to a close about on time. Every one present must be impressed with the great value of the addresses and reports made this afternoon.

The evening banquet will be open to all who have secured tickets. I'm glad to announce that many of the normal school students who are to participate in the conference tomorrow are here and will attend the banquet tonight. I'm glad also to announce that I have acceptances from President Ryan of the New York Board of Education, from Superintendent O'Shea and Dr. John S. Roberts of the New York school system, from Dean John W. Withers of New York University, and from President Taylor and Secretary Bell of the New York Society for the Experimental Study of Education.

Two six-minute radio addresses will be made from the banquet hall, one by the Principal of the Philadelphia Normal School, and the other by the Professor of Normal School and Teachers College Education in New York University.

FRIDAY EVENING BANQUET PROGRAM

Six-Thirty in the Roof Garden, Hotel Pennsylvania

AMBROSE L. SUHRIE, *Presiding*

Introductory Remarks by the Chairman

WE are all indebted to President Van Aken of the New York Theory Teachers Association for making all arrangements for the success of this banquet. Likewise, we are indebted to Miss Bertha Kain, President of the New Jersey Normal School Teachers Association, for stimulating the interest which has brought so large and representative a group of guests from the hinterland beyond the Hudson.

If the conference held today had served no other purpose than to bring together in this banquet hall this goodly number of normal school workers, representing as they do almost two score of institutions, to begin a more intimate professional and personal acquaintance, it could certainly not be considered a failure. About these banquet boards let us hope you may all spend a most enjoyable hour. And then, when the addresses which will follow the feast have been concluded, let us all enjoy together the music and dancing and the opportunities for extending our acquaintance among the delegates from other cities and other states and other institutions.

Tomorrow morning let us all come in to hear the reports of the student delegates who are here from more than a dozen institutions. The meeting will open at nine-thirty in this roof garden.

12. RADIO ADDRESS: THE NATION'S INTEREST IN THE EDUCATION OF ITS TEACHERS

AMBROSE L. SUHRIE

Professor of Normal School and Teachers College Education, New York
University

THE announcer has made reference to the Normal School Conference which has been in session today, and will be

tomorrow, at the Hotel Pennsylvania here in New York City. This conference has been in many respects the most notable regional gathering of normal school officers and teachers that has yet been held in any section of the United States.

State directors of teacher-training have been here from a number of our Eastern States. All of the public normal schools in Rhode Island, Connecticut, and New Jersey have been represented by delegations of officers and teachers. Many of the state normal schools in New York State, Maryland, and Pennsylvania have sent delegations of considerable size.

Realizing the very great importance of this meeting, the Board of School Superintendents and the Board of Education of New York City authorized all three of the normal colleges of New York City — namely, the Maxwell, the Jamaica, and the New York Training Schools for Teachers — to close for the day in order that all of their teachers and officers might get the full benefit of the program by personal attendance.

In the city Normal School at Bridgeport, Connecticut, and in the State Normal School at Paterson, New Jersey, the prospective teachers enrolled in the normal school classes have assumed full responsibility for management and instruction for the day in order that the regular instructors and administrative officers in these schools might attend our normal school conference in a body.

On the Executive Committee of this conference are institutional representatives from normal schools and teachers colleges as far away as Providence and Baltimore.

This conference is being held for the following specific purposes :

1. To promote a professional acquaintance among persons having a common professional interest in the education and training of teachers ;
2. To disseminate information concerning prevailing policies and practices of all teacher-training institutions participating ;

3. To define more clearly the common problems, administrative and instructional, of these institutions;
4. To lay the foundations for inter-institutional coöperation in the solution of these problems;
5. To form representative committees to go forward with the study of these problems and to make reports and recommendations at subsequent meetings of the conference.

Superintendent William J. O'Shea, Associate Superintendent Gustave Straubenmüller, District Superintendent John S. Roberts, and Chairman Hannig of the Board of Examiners of the New York school system have appeared on today's program.

The presidents of all the state normal schools in New Jersey, Connecticut, and Rhode Island, and the principals of city normal colleges in New York, Philadelphia, Bridgeport, and Jersey City have spoken.

Professor Bagley of Teachers College, Dean Klapper of the College of the City of New York, Professor Curoe of Hunter College, Dean Withers of New York University, and the state directors of teacher-training—in New York, Dr. Dearborn, and in Pennsylvania, Dr. Klonower—have given us of their counsel.

Speeches and discussions have been in most instances limited to five minutes. The program has been informal and intensive.

We have considered the recruitment and selection of students for our normal schools. The several plans for making up deficiencies in general education have been presented and discussed. The content and the conduct of introductory courses in education have been considered. The character and distribution of coöperating laboratory schools for training student-teachers have been set forth. We have been searching for painless methods of eliminating those who do not give promise of becoming satisfactory teachers. The educational and professional significance of the general examination given for Teaching License Number 1 in New York City has been expounded. The best methods of

appointment, assignment, and follow-up supervision of beginning teachers have been discussed. On some of these topics we have been enlightened by counsel from points far removed from the great metropolis.

This evening 125 representatives of 35 teacher-training institutions are at this hour banqueting together in the Roof Garden of the Hotel Pennsylvania.

At eight o'clock the tables will be cleared, and the evening will be spent in dancing and social recreation. Our slogan is: "Get acquainted with your comrades in the normal school field. You are sure to like them."

Tomorrow morning we are to have a meeting of presidents, deans, faculty advisers, and officers of student associations from the several normal schools represented in this conference.

The unique feature of this program will be that one student-officer from each institution will outline quite informally (in a five- or ten-minute period) the distinctive aims, practices, and achievements of the student organizations in the institution he or she represents.

The following institutions will present their plans: Rhode Island State College of Education, New Haven and Danbury State Normal Schools in Connecticut, Maxwell, New York, and Jamaica Training Schools in New York City, Paterson, Newark, Trenton, Montclair, and Glassboro State Normal Schools in New Jersey, Philadelphia Normal School, East Stroudsburg, Pennsylvania, State Normal School, and the Maryland State Normal School at Towson.

I wish my hearers might have the privilege of listening in on our conferences. They are lively and interesting. I wish they might see the normal schools of this country in action. I wish they might realize that every one of the 23,000,000 children in our public schools is the direct beneficiary of every dollar that is wisely expended in the support and maintenance of our teacher-training colleges.

The paramount problem in public education in this country is to secure for every classroom — for every group of children — a competent teacher, a leader, a companion, a foreman, who can create worthy ideals, right attitudes, and permanent

life interests, who can help them to find worthwhile work to do, who knows how to promote coöperation and to develop the team spirit, who, as an expert workman herself, is able to direct the efforts of others to successful achievement. To find young men and women of good health, of fine intellectual capacity, of high moral purpose, and to train them for this leadership, our normal schools have been called into being. No other type of professional school has had committed to it so great a responsibility for the future security of our country and for the welfare and happiness of so many of our people. May the friends of our normal colleges be multiplied and may their enemies be converted — or confounded. May their resources be abundant and their courage unfailing to the end that we may in the next generation be able to speak as proudly of our million-dollar teachers as we have in this generation spoken of our million-dollar school buildings, and to the end also that in that better day the number of such teachers may be fully equal to the increased and ever-increasing demands that are certain to be made upon our American public schools. If our country is to be cured of all its diseases, of all that is sordid and selfish and unworthy, this result must come largely through the healing ministry of good teaching in all of the 775,000 classrooms of our public schools.

13. RADIO ADDRESS: THE NATION'S INVESTMENT IN THE EDUCATION OF ITS TEACHERS

EDWIN W. ADAMS

Principal, Philadelphia Normal School

IF I were to offer you this evening a proposition that you invest funds in a business undertaking, you would properly demand certain facts in regard to the enterprise before considering my suggestion. If I should succeed in interesting you, you would probably ask two questions — first, "Is it safe?"; second, "Will it pay?" In answer to your query, "Is it safe?" you would expect a clear and authoritative

statement of the nature and conditions of the business, its purpose, its history, its assets and liabilities, its raw material, the physical plant, the workmen, the management, the value of its product and service, the demand of the public for this product or service, and its possibilities for growth and expansion. In reply to the question, "Does it pay?" you would expect information as to its quotation on the stock market, and its dividends.

Undoubtedly the people of our country are interested in their schools and in the education of their children. Of all our institutions, the public school has probably been the least affected by certain disintegrating tendencies which have been active in our country during the past several decades. In ever increasing numbers, totally disproportionate to population increase, the people of our nation have been entrusting their most priceless possession, their children, to the school. Practically one quarter of our total population is enrolled in our schools. These twenty-four million pupils are being educated in a system the total value of whose property was, in 1924, in excess of three billion, seven hundred million dollars and at a cost of more than one billion, eight hundred million dollars. This vast army is being taught by a force in excess of seven hundred fifty thousand teachers. From 1900 to date, the total expenditure for public schools in our country has practically doubled each ten years. The two hundred fourteen million dollars which was spent in 1900, became four hundred twenty-six million in 1910, one billion, forty-five million, or an increase of two and one-half times, in 1920, and by 1924 reached the total of one billion, eight hundred million. This tremendous growth may well be interpreted as a mark of the interest of the people in our schools, and an expression of confidence in their work.

Our topic, however, concerns but one phase of this program, the investment which is being made by the nation in the education of its teachers. Contrasted with the three billion, seven hundred million invested in property in all our schools in 1924, we find approximately one hundred thirty million invested in the property of all our teachers colleges, state, city, and county normal schools, or a proportion of

about one to twenty-eight. If we subtract the sixty-five million which represents the property value of our teachers colleges (including endowment), we have sixty-five million, or about one fifty-sixth, representing crudely the proportion invested in the teacher-training institutions in which our elementary school teachers are largely prepared. More striking and even more vital than this is the fact that of the one billion, eight hundred million spent for public education in 1924, about thirty-three million represented the total current expenditures of all teachers colleges, state, city, and county normal schools, or about one fifty-fourth of the total expenditure. If we limit these expenditures to our state, county, and city normal schools, we have a total annual expenditure of less than fifteen million, or about one one-hundred-and-twentieth of the total expenditure for the education of the teachers who are to be responsible for the education of nearly four-fifths of the total school population. Evidently there is a real need for an increase in our investment in the education of our teachers in training.

The men and women who are today either filling the three quarters of a million teaching positions or are in preparation for this important task in the teacher-training institutions of our country, constitute the most vital factor for our consideration of the nation's investment in the education of its teachers. We are now dealing with a matter much less tangible than that which we just considered. We may tabulate and audit with accuracy those things which comprise the material side of education. Impressive arrays of statistics may pass in review before us. We may catalogue and number, with the finest system the ingenuity of men can devise, our vital statistics, but we must never lose sight of the fact that there is an immeasurably greater investment which may be made, which will not only be safe, but which will pay in ever-increasing dividends for all that which we put into it.

To quote Garfield's "Mark Hopkins and the Log" would be a commonplace. We must make sure, however, as Dr. Patton has pointed out, that the Log does not unseat Mark Hopkins. We must preserve our sense of values, for as

buildings and equipment increase and the magnitude of the endeavor grows by leaps and bounds, we are likely to overlook the fact that next in importance to the child is Mark Hopkins, the teacher. The return from our schools shall be proportionate to the investment in our schools, provided we invest always with an eye to values. Neither palatial structures nor elaborate systems of administration make a school. They are important in providing a setting for the work. In the last analysis, the teacher and her pupil are the school. Education is conscious world-building — the process in which each individual creates his own universe. The proper direction of such a process requires the utmost effort on the part of a vigorous, courageous, intelligent, and appreciative individual who has consciously entered the profession of teaching as one called to a great work and whose trained capacities, functioning to the highest degree, may be reflected in the fullest fruition on the part of the pupils. Teaching is no longer the harbor of refuge for those to whom other fields of endeavor are closed.

Today there is a call to the nation for an investment which not only is sound, but which will pay immeasurable dividends. There must needs be, in the light of the realization of the service which is being rendered by our teachers, an increasing investment in the material factors involved in the education of our teachers both for pre-service and in service. More important, however, is the investment of the best of the nation's young manhood and womanhood in the noblest of the professions. The call comes from the children of America for teachers physically, mentally, and morally endowed to guide them in their task of world-building. We shall attain the ideals for which we strive in the education of our children only when the nation recognizes a real need and increases its investment so as to provide teacher-training equal to the finest professional training which any of the learned professions require: thus attracting to the profession our most capable young men and women.

Our past accomplishments must be surpassed by future achievement. An educated citizenry is indispensable to a progressive democracy. Whether or not the capacities of

our children are to be developed to their fullest, will depend to no small degree on the influence of the teacher. As one of our modern English writers has so well said, "Ignorance cannot be trusted with liberty." This is the heart of the whole matter. We are today, as a nation, failing to invest adequately in the preparation of our teachers. If we are to accomplish in our schools the task which lies before us, we must first recognize the importance of the work of teacher preparation and be prepared to invest in it as fully as is necessary to insure a carefully selected, thoroughly prepared teacher in every classroom in the nation.

Concluding Remarks by the Chairman

THIS is the close of a perfect day. The Executive Committee could not have hoped for such a spontaneous response in attendance, in interest, and in enthusiasm at the meetings of this our first annual conference of the normal school and teachers college officers and faculty members in the middle seaboard section. I know you are impatient for the music and the dance and I shall delay you for but a moment to say a word about tomorrow morning's meeting. It is to be a conference of presidents, principals, deans of instruction, deans of men, deans of women, faculty advisers, student officers, and all others — both faculty and students — who are interested in the several plans for student-faculty coöperation in the more effective management and operation of teacher-training institutions. The unique feature of this program will be that one student officer from each of a dozen institutions located in New England, New York, New Jersey, Pennsylvania, and Maryland will outline quite informally and briefly the distinctive aims, practices, and achievements of the student organizations in the institution he or she represents.

Now the hour of eight o'clock has arrived. "On with the dance Let joy be unconfined!" Let us lose no opportunity to get a personal acquaintance with all who have come to this banquet.

SATURDAY MORNING PROGRAM

Nine-Thirty in Roof Garden, Hotel Pennsylvania

AMBROSE L. SUHRIE, *Presiding*

Introductory Remarks by the Chairman

I HAVE a very great concern for the success of this program. I have been profoundly impressed during the past two years by what I have seen of student enthusiasm, student initiative, and student activity in the more than fifty normal schools and teachers colleges I have been privileged to visit. The delegates who are here this morning to speak for thirteen institutions from Providence to Baltimore will doubtless tell us some thrilling stories of student hopes and student aspirations as well as of many distinctive student achievements.

I want to thank all who have come as the spokesmen of these schools. Through them I want to thank the presidents and the student organizations that have made it possible for them to be here to present this unique and promising program, so full of enlightenment to all who are still young enough in years and in spirit to recognize the serious moral purpose of the young people in our normal schools and teachers colleges.

14. STUDENT ACTIVITIES AT THE STATE NORMAL SCHOOL, GLASSBORO, NEW JERSEY

ELIZABETH ATKINS

Student Representative

IN speaking of the student activities of the Glassboro Normal School, I am reminded of the story a mother told about her young hopeful, eight years old. The child was so impressed by the importance of the position he occupied in the school that he remarked to his mother enthusiastically, "When teacher wants to know anything, she asks me."

As you approach the Glassboro State Normal School, you

pass between two rows of stately oaks which have withstood the storms of several generations. The path, whose beginning is among artistically arranged groups of shrubs and evergreens, winds invitingly across the wide green of the campus. Behind the school, which is a low, rambling structure of colonial type, rise acres of tall, stately oaks towering the school in their majesty.

You are charmed, and feel reluctant to leave all this beauty to enter the school. However, the spirit within the school more than equals the loveliness of the setting.

The member of the school who has previously written to you and met you at the train now offers to introduce you to the faculty, whose chief work seems to be to interpret the school to you. The relation between teacher and student interests you; they seem to be friends. This is due to the fact that each instructor is a co-worker with the pupils, as well as a teacher.

To stimulate student activity, your friend explains, eight literary societies have been organized, dividing the membership of the school equally. In order to keep these entirely democratic, members are chosen by lot. The organization, control, and activities of these societies are in the hands of the students, who choose their own faculty advisers. The work for the year, whether it be a study of literature, public speaking, debating, or all of them, is chosen on the initiative of the students. Careful minutes of the proceedings are kept, and the business of the society is conducted according to approved parliamentary procedure.

The literary societies also have charge of the special activities in which the students engage to develop force, character, and personality.

In addition to the literary societies, there are eight "special interest" clubs to which students are admitted on their own initiative according to their interests. These clubs minister to the special needs of the members and keep the school informed of the most interesting happenings in the field of human activity which they cover. It seems to me that these "special interest" clubs interpret the real life and spirit of the school better than almost any other activity.

The Fine Arts Club for two years has been working on a list of pictures to decorate the walls of the school. As a result of its work, twenty-five pictures have already been purchased. An equal number will be purchased after July 1.

The campus, beautiful by nature, has been made more beautiful through the activity of the Outdoor Club. Since the opening of the school, it has arranged annually an Arbor Day program, which, among other things, provides for the planting of hundreds of trees, shrubs, and roses. Two sides of the campus, more than a mile altogether, are surrounded by rambler roses. The club is actively interested at the present time in finding a suitable location for a camp, the purchase and upkeep of which will be financed entirely through student effort.

The Dramatic Club presents plays and pageants to the school and the community. A beautiful outdoor theater is being arranged under the direction of this club. The completion of the work will be celebrated by a pageant before an audience of more than five thousand spectators.

The History Club keeps us informed of the most important events of the day, and endeavors to acquaint us with South Jersey's past. The club brings before the school prominent local historians, and arranges for trips to places of historic interest, such as Washington's Crossing, Valley Forge, the museum at Doylestown, and other equally important places. Members of the club appear before the school to report matters of historic interest.

The Camera Club puts us on record, and preserves many memories of our school life. The attractiveness of our year-book is partly due to this club. The members spend much time in securing for us the best photographers.

The Music Club keeps us abreast of important musical events, presents programs before the school, as for instance the one recently given on the life of Edward MacDowell, illustrated by his music. The club arranges for attendance of groups at operas, oratorios, and symphony concerts in Philadelphia, and it brings before the students the best musicians in the country.

All literary and social clubs as well as class meetings are

held during school hours, one hour each week being set aside for the purpose. A monthly luncheon of the officers, faculty advisers, and principal is held for the purpose of keeping those in authority informed of the plans and purposes of the club and the mode of procedure in realizing them.

Just a word concerning the management of the dormitories. I am not a dormitory girl myself, but for the last week I have been visiting there. The spirit is delightful; the students are one big family. Although there is a dean in each cottage, I found that the students managed all affairs for themselves. There is a Dormitory Association, with officers, which provides for the welfare of all the students in the cottages, but each cottage has its own local organization to put into effect the regulations of the general association and to provide for the welfare of the student in individual cottages. The Dormitory Association has employed a dietitian to care for the dormitory dining room and school cafeteria. This dietitian is responsible to the Association, and it pays all bills.

Each girl has a definite responsibility for the conduct of a table for a period of six weeks. During this time she is hostess to the other young women, and they pay her the customary deference and respect.

The students manage their own financial affairs; the dining room and cafeteria accounts, the school store expenses, the society and class dues, and the yearbook proceeds are all subject to the control of student action. A member of the faculty is treasurer of the student accounts but has no control other than to guard against the making of purchases when there is no money to pay for them, or when there is no authorization by the society.

Besides literary societies, "special interest" clubs, home-room groups, the athletic association, the Glee Club, and other similar organizations, each one governed by its own officers with the cooperation of a faculty adviser, there is a Student Council composed of all the elective officers of the organizations in the school. This Council initiates policies, passes on matters of moment to all the groups, makes suggestions to the principal, and cooperates with the faculty in putting into effect the decisions of the Council. The meet-

ings of the Council are called by the principal on his own initiative or at the request of any one of the organizations in the school.

The outcome of these student activities may be told briefly by giving three typical happenings :

1. The senior class last year voted unanimously on their own initiative to pay \$1780 to the student revolving loan fund. If following classes will respond in the same generous manner, which they undoubtedly will, no deserving young women in South Jersey need forgo the advantages of a normal school education.

2. On the day Dr. Suhrie addressed our school a year ago, the faculty was detained by the principal in a conference with him. The student body was without teachers and, owing to the fact that Dr. Suhrie's address had, by direction of his host, been extended beyond the usual assembly period, our regular schedule was disarranged, so that each group was compelled to proceed on its own initiative. Presumably the question among students was, "What is happening among the faculty?" There was, however, no cause for alarm, because similar conditions had been met before. In due time a faculty representative came to look us over. Despite the fact that two classes met in the same room, owing to the disarrangement of the schedule, the students had straightened out the tangle, and soon all were as busily engaged as if nothing had happened. Bear in mind that this action was impromptu, as no one could have foreseen that such a situation would arise.

3. About a month ago the senior class submitted to Dr. Savitz a complete program for Commencement Week. After talking the matter over with the class, he accepted this program without a single modification. A week or two later they presented to him a list of ten persons from whom the senior class were to choose the four Commencement Day speakers. When the chairman of the Commencement Committee presented the names to him, she asked if he wished to suggest additional names that were not included in the list. After inquiring into the mode of procedure in eliminating the

names of capable students who did not appear on the list, he said that faculty eliminations would have been made by a similar procedure. To test the procedure, however, he asked the chairman to give reasons why certain representative girls had been eliminated. In each case the reasons were promptly forthcoming and corresponded with the records of the student in the school.

Could I present any more conclusive evidence that the students are functioning in a highly satisfactory manner in assisting in carrying on the work of the Glassboro State Normal School?

15 STUDENT-FACULTY ORGANIZATION IN THE STATE NORMAL SCHOOL, NEW HAVEN, CONNECTICUT

ROSEMARY E. LYNCH

President of the Senior Class

At the New Haven State Normal School, we are in a series of transitions. We are passing through an experimental period at the present time. Up to last year, the students had little or no share in the administration of the school, for there were no extra-curricular activities for the students. During the past year, we have had the faculty-student plan of school organization and administration. While the faculty are directly responsible for the school plans of procedure, the students do share in organizing the various plans. There are the two viewpoints we have followed at New Haven. So far, we do not have student government as such. We have not felt any need for it up to the present time, but we feel it may come eventually.

In all our extra-curricular activities under our faculty-student plan, we have had three aims:

1. To develop initiative and executive ability by sharing in the administration of certain of the school's activities. We feel that the students should have opportunities to show

initiative and executive ability in the Normal School by actually taking a part in school life outside the classroom;

2. To develop abiding interests which will insure a worthy use of leisure time. It is the aim of the school so to foster these interests that they will carry over into life after the students leave the school

3 To promote and form habits of health and of play. Realizing the importance of these elements in a teacher's life, we have included them in our aims.

We have certain organizations and activities through which these aims are to be attained.

These organizations are to help in developing initiative and executive ability as expressed in Aim 1: Senior Executive Committee, Junior Council, Assembly Committee.

For developing abiding interests mentioned in Aim 2, we have: Departmental clubs, excursions.

In order to promote and form those habits of health and of play mentioned in Aim 3, we have: Program of outdoor activities.

I will now endeavor to tell you something of the formation and duties of these organizations and activities through which we try to realize our aims. The Senior Executive Committee is made up of the senior-class officers and the division representatives, two from each division. The committee aids the juniors in several ways:

1. By welcoming them to the school;

2. By helping them become adjusted to school life;

3. By aiding the Junior Council in planning social affairs and other inter-class activities. This committee also plans all senior business, including social affairs and commencement activities. The Junior Council was not organized until the members of the class had time to become acquainted with students from other towns. Inasmuch as we have no dormitories, we had to take this precaution to prevent having all the junior representatives chosen from the list of New Haven girls. After the entire class had been sectioned off into

groups according to ability, each division elected four representatives to the council. This group met, and from its own number elected a chairman, a vice-chairman, secretary, and treasurer. These officers were considered temporary, not as final class officers who were elected in May of the junior year.

The Assembly Committee is a slightly different organization and is therefore elected differently. At our school, our weekly assembly stands for the highest type of activity in our whole school program. At this meeting, we present our best talent and try to include in our month's program a speaker, a musical assembly, a student-activity assembly, and one for club meetings. The girls elected to this committee are chosen on the basis of ability and fitness. We stressed these two points in all elections to the Assembly Committee. Responsibility for the assemblies is divided between seniors and juniors. The seniors elected four girls to the committee, and a fifth representative was appointed by the principal. This committee had charge of planning and conducting all the fall-term assemblies. During the winter term, a committee of four juniors was elected to act with the seniors. These students also were elected on the basis of ability and fitness. At the beginning of the spring term, the senior committee retired from office, and the junior committee, supplemented by a student chairman appointed by the principal, took full charge of planning and conducting the assemblies.

Clubs have been organized by the students interested in special phases of the work in various departments, in order that the students may develop abiding interest in some subject or activities. Some of our clubs are: Reading, Art, Magazine, Glee, Dancing, Dramatic, Community, Thrift. While most of our clubs aim to interest the students in general phases of the subjects regardless of their relationships to schoolroom situations, we have, in the Community and Thrift Clubs, an opportunity for the seniors to come into direct professional contact with situations in school life. The Community Club conducts typical rural social affairs by which the country home and school are to be united.

The Thrift Club plans ways and means of teaching children habits of saving money and time. In addition to these departmental clubs, excursions, both in and out of the city, are arranged by the departments of Rural Education, Social Studies, Reading, and Art. All the activities of these clubs are planned by the members, with the faculty adviser in the background, as soon as student initiative and leadership are developed.

During this year, we have been unsuccessful in carrying out a program of activities for developing habits of health and of play. We have difficulty in getting the girls from the various towns together for these activities. We hope that, in the future, provision will be made for hiking, picnics, tournaments, chases, skating.

In closing, may I not repeat that we have been "feeling our way" in starting the students to share in extra-curricular activities, and have been developing our plans as we have felt the need for certain procedures? We feel that we have accomplished some very definite things in attaining the three aims expressed, but we know we shall do a great deal more. Next year we feel sure that we shall profit by the experiences we have had in planning our extra-curricular activities this year. It is with the hope of broadening out activities in every one of the various phases of student participation in school life that we are looking forward to a more profitable year at New Haven next year.

Herewith is submitted an organization chart which I hope may prove to be of some assistance as an interpretation of our aims, of our form of organization, etc.

CHARTS

EXTRA-CURRICULAR ACTIVITIES

<i>Aims</i>	<i>Organization and Activities through Which These Aims Are to Be Attained</i>
1 To develop initiative and executive ability by sharing in the administration of certain of the school's activities,	1. Senior Executive Committee Junior Council Assembly Committee
2. To develop abiding interests which will insure a worthy use of leisure time;	2 Departmental Clubs Excursions
3 To promote and form habits of health and of play.	3. Program of outdoor activities

Formation and Duties of These Organizations

Senior Executive Committee

1. Elected by divisions
2. Aids juniors
3. Plans senior business

Junior Council

1. Elected by divisions
2. Elects officers

Assembly Committee

1. Elected on basis of { ability
fitness
2. Division of responsibility
3. Plans and conducts assemblies

*Departmental Clubs**Outdoor Activities*

1. Organized by interested students
2. Names of clubs.

Here provision is to be made for

Reading
Glee
Art
Dancing

Magazine
Dramatic
Community
Thrift

Hiking
Picnics
Tournaments
Chases
Skating

3. Excursions

16. STUDENT-FACULTY COÖPERATION IN THE STATE NORMAL SCHOOL, EAST STROUDS- BURG, PENNSYLVANIA

HOWARD R. DENIKE

Secretary Men's Executive Council

As a representative of the student body of the East Stroudsburg State Normal School, East Stroudsburg, Pennsylvania, I want to thank you first of all for the invitation to this conference. I want to bring to you all the greetings of our students and faculty. Secondly, I want to bring to your attention some of the salient features of our school and, principally, the extra-curricular activities in which our students engage. All organizations which exist are of the student-faculty type, and we feel that these tend to bring about a good spirit of coöperation between the two. I have here one of our student "handbooks" which I shall be glad to show to any who are interested.

Our school consists of two main departments, the regular normal department and the department of Health Education; in the former we have many courses or divisions, while in the latter we have but few. There are two classes, junior and senior, in the regular department, and three in the Health Education department.

Along the lines of student-faculty governing organizations, we have several. First in importance is the Student Council, consisting of two parts, the Assembly and the Senate. The Assembly is merely an aggregation of all the students and faculty in our school, while the Senate is a group of students elected from the several classes on the ratio basis of 1 to 50. There are also two faculty advisers in the Senate, chosen by the Principal. The chief purpose of this body is to promote personal and group responsibility, to encourage coöperation, and to establish good conduct in all activities. The Senate also governs elections, activities of clubs, societies, and student organizations. It audits the books of all clubs and societies in the school.

Next there is our Men's Student Government organization. This is also divided into two bodies, an assembly and an executive council. The assembly is again merely made up of all the men in school. The council, however, is composed of six men, including the president of the association. The Dean of Men acts as adviser. The purpose of this elected body is chiefly to take charge of matters relating to the conduct of our men students, and it has power to enforce its rules.

Our girls also have a student-faculty governing body. This is known as the Women's Student Government. The Dean of Women is the adviser. The students select from their numbers certain ones who act as Hall Presidents. These officers see to it that such rules as that requiring the turning out of lights at a certain hour, and the maintenance of quiet during study hours, are observed. In the last two organizations mentioned, the final word rests with the respective Deans as to interpretation or enforcement of rules. A separate meeting of each organization is held every Monday morning. This is done so that matters pertaining to either organization may be considered.

There are many clubs and societies which exist in our school, all of which are of the student-faculty type. Along religious lines, there is a Young Men's Christian Association. This is a student chapter of the great international organization. Although still young, it expects to do big things in broadening the religious life of our men.

The Young Women's Christian Association is very successful in our school. It is filling a gap which has heretofore existed. Although every student must attend chapel daily, and although every student is expected to attend some church on Sunday, still both of these organizations are doing work of much consequence.

Athletics in our school are very successful. This is probably due to the influence of the Health Education department. There are three clubs which assist in promoting athletics. First, the Varsity Club is made up of all men who have earned the block letter "S" through participation in one or more major sports. Its chief purpose is to promote

better feeling between our school and those with whom we compete, as well as to have students cooperate with the faculty and coaches. It also encourages inter-class athletics.

The Athletic Council is an organization which aims chiefly at promoting athletics by cooperation of faculty and students. It awards letters, passes on recommendations of the coaches, and acts as a body of general control for all athletic activities.

The Girls' Athletic Association promotes and controls intramural athletics and unorganized sports for girls. It awards numerals and small letters according to a point system. It also sponsors several social events throughout the school year.

The Blue Pencil Club is essentially literary. It encourages the use of good English and the appreciation of good literature and dramatics. It sponsors many enjoyable socials.

The Clio Society devotes its time chiefly to discussion of topics of current interest. It attends *en masse* several of the better motion pictures which come to town, and has tendered several fine dinners.

The Science Club, although quite young, as is the Art Appreciation Club, is thriving and is interesting many students who might not otherwise be reached.

Our Debating Club has been very successful so far, having won its annual debates for the past two years. We hope that it will be able to extend the range of its endeavor so as to include competition with more schools.

We also have a Get-a-Student Club, already large and steadily growing. It has served several fine dinners.

Along musical lines we are fortunate. Our Girls' Glee Clubs are both very fine. They have given several excellent programs in the chapel periods. From the two clubs, senior and junior, are chosen those who take part in the annual operetta. These clubs, along with the Men's Chorus, are combined into a Choral Society. All these organizations aim to promote better choral singing and appreciation of good music. The last two operettas have been very enjoyable.

Our Normal School Orchestra is steadily improving in membership and performance. It has furnished the music for the two last-mentioned operettas, and has established a

precedent in having furnished the music for last year's Commencement exercises. It plans to do the same for this year.

In conclusion, let me say that we seniors especially believe that a student should engage in some of these activities. There is real training to be had through participation in these activities, which I believe are essential in the training of teachers. Professional attitude is largely gained through such endeavors, and is often broadened and strengthened through them. Students and faculty cooperate much better than they might otherwise if such organizations, clubs, and societies did not exist.

Let me cite the instance of last year's president of our Student Senate. In the high school in which he has been teaching this year, he took such a hand in assisting in extra-curricular activities in the school, that he has been appointed by the Principal as director of all clubs. This shows how participation along these lines makes one better able to teach and lead when he is graduated from a teacher-training institution.

Again let me thank you for inviting us to come here. I extend to you once more the greetings of the faculty and students of the East Stroudsburg State Normal School.

17. STUDENT GOVERNMENT IN THE STATE NORMAL SCHOOL, TOWSON, MARYLAND

GERTRUDE DOWELL

Secretary of the Student Council

BEFORE I begin to discuss the organization of our student government at the Maryland State Normal School at Towson, I want to extend to all of you the greetings that it sends.

In considering the organization of our student body, we must first realize that it is not run on an absolute student-government plan, but rather, as it is termed in our constitution, "A Students' Association for Coöperative Government." This implies that there has been an agreement between the faculty and the student body.

Our school consists of 450 day students and 500 boarding students. The existence of two groups complicates our problem considerably, because it is necessary that there be different rules and regulations for each group. To take care of this condition, we decided that the best possible plan was to organize three councils: first, the General Student Council, composed of the president, vice-president, and secretary elected from the senior class by the student body at large; second, the Day Student Council, composed of the day-student officers, elected by day students, and, third, a Boarding Student Council, elected by boarding students.

Briefly outlined, the functions of these three councils are:

1. The General Council receives reports from the two sub-councils concerning their various problems. It also considers matters pertaining to the school in general.
2. The work of the Day Student Council is to look after all the details related to the life of the day students.
3. The business of the Boarding Student Council is to keep things working as smoothly and as efficiently as possible; in general, to look after the welfare and happiness of the students under its jurisdiction.

To give you some idea of the work of the General Council, besides reviewing the problems of the two other councils, it has appointed and kept in working order numerous committees. Among these are committees for the consideration of student morale, for the investigation of extra-curricular activities, for the supervision of the buildings, for the care of the grounds, for the handling of lost and found articles, and for the regulating of lunch-room conditions. The extra-curricular organizations existing in this school are:

Athletic Association	Rural Club
Y. W. C. A.	Craft Club
League of Women Voters	School Orchestra
Pestalozzi and Normal Literary Societies	Glee Club
Girl Scouts	Marshals' Society
Camp Fire Girls	Psychology Club
Chi Alpha Sigma Fraternity (Honor Society)	

These committees have met with varying degrees of success, and have for the most part done a great deal to improve the conditions of the school. The Council is now working on the publication of a handbook to be sent to each incoming junior.

The foremost aim of the organization is to do some definite constructive work for the school at all times. An example of this was the establishment of a point system, giving a certain number of points for the holding of various offices, and setting a maximum amount of points obtainable by any one student. This distributes the offices among a greater number of students than might otherwise be brought about.

The Boarding Student Council is a very active organization, for it has to meet the many problems which enter into the lives of the students under its care. It has to maintain respect for the rules and regulations concerning the campus, the dining hall, and the dormitories. It deals with absences without permission and the numerous other problems which confront it daily.

The Day Student Council has not functioned so efficiently, however. This may be due to the fact that there are fewer problems to cope with in the day student's life. The majority of the students are not under the influence of the school except during their respective class periods. Some of the questions they have had to consider are street-car service, conduct on the cars, traffic regulation to and from school, and the conditions in the lunch- and rest-rooms.

We have been successful in writing and adopting the following Honor Code :

"For life is a mirror of king and slave —
It's just what you are and do —
So give to the world the best that you have,
And the best will come back to you."

BRIDGES.

"We, the students of the Maryland State Normal School, in order to promote the honor of our Alma Mater and to further her renown, do hereby in good faith accept the following standards, which we earnestly believe to be a benefit to our school and an inspiration to our lives :

"We will

Honor our school at all times, as it has given its best to us;
Render service whenever and wherever possible;
Respect the rights of the other fellow and treat him as our equal;
Learn to look for the best in everything and everybody;
Be always honest with ourselves;
Uphold the truth regardless of cost;
Never consciously hurt any one by a partial judgment;
Be loyal to our professional leaders and uphold our ideals;
Honor our flag and our country in truth to the ideals of democracy;
Honor the faith of our fathers and glorify God."

18. THE WORK OF THE GENERAL ORGANIZATION OF THE JAMAICA TRAINING SCHOOL FOR TEACHERS, NEW YORK CITY

HELEN M. HASSETT

Student Representative

IN the Constitution of the General Organization of the Jamaica Training School for Teachers is found the following: The purpose of the General Organization is (a) to foster school spirit, to promote social activity, and to aid in every acceptable way in the work of the school; (b) to support any organizations of the school that care to put themselves under the supervision of the Student Organization."

In carrying out the first purpose, "to promote social activity," the student body is so organized that each class gives a reception to the other classes of the school once a term. This makes an average of at least one a month. At this reception a program, consisting of a display of the class talent, is presented, followed by dancing and refreshments.

"To aid in every acceptable way in the work of the school" is the next purpose. Under this head are many activities. The members of the senior class take charge of the study hall. Representatives of class groups aid in promoting proper chapel decorum. A Service Squad aids in regulating traffic in the halls. A Vigilance Committee assumes responsi-

bility in looking after the school house-keeping. "Tidiness" is their slogan. They look after the school lawn. This committee's duty is also to admonish students to take care of their textbooks, notebooks, pocketbooks, clothing, and other valuables, so as to prevent loss. The General Organization is also responsible for promoting observance of proper conduct and good form at the school dances.

Another purpose is to support any clubs and teams that care to put themselves under the supervision of the General Organization. In this matter, the General Organization generously aids in financing the basket ball and baseball teams, in outfitting them with uniforms and necessary equipment. The tennis, dramatic, swimming, art, and literary clubs and orchestra are also supported by the General Organization.

19. THE STUDENT-GOVERNMENT ASSOCIATION IN THE PHILADELPHIA NORMAL SCHOOL

PAUL E. LONG

Associate Chairman of the General Assembly

I AM very happy to be with this convention today and to speak to you as the representative of the Philadelphia Normal School. When the question of having our representative at this conference was brought before the student body, the school not only agreed to send a delegate, but would have attended in a body themselves had it been possible. I am bringing the good wishes of our school to you for the success of this conference.

Realizing that the greatest coöperation between student body and faculty is essential for full accomplishment of the aims of a teacher-training college, the Philadelphia Normal School recently adopted new principles of student-government organization, and with the approval of the entire school a constitutional convention was held. In an attempt to provide for the type of organization whereby students of college age could assume responsibilities befitting persons

who are to enter the greatest profession in the world, plans of other institutions were reviewed, and their best points analyzed and taken as a basis for the type of organization which we believe to be the last word in student-teacher coöperation.

It was necessary to cast aside many suggestions offered by the classes; and many times, when we believed that we had arrived at a conclusion, we found that the suggestion was impractical and it was necessary to reconstruct that section.

The Chairman of the General Assembly is the principal of the school. The Associate Chairman is a member of the student body, as are the Assistant Associate Chairman and the Secretary. To illustrate the steps forward we have taken in this matter, the Associate Chairman has a desk in the office of the principal and he is welcome to attend any faculty meeting.

The organization is divided into a series of committees, including the Athletic Committee, Faculty Committee, Club Committee, Social Committee, Publication Committee, and Morale Committee, whose duty it is to supervise all work coming under their jurisdiction. Faculty and student body are represented on all these Committees, and the Chairmanship alternates between a student member and a faculty member.

To illustrate further that we believe thoroughly that normal school students are able to assume the responsibilities of a teacher, the Morale Committee does not act alone on trivial cases, but even goes so far as to pass judgment on cases involving recommendation for suspension. Impossible, you may say, but, if I may use the phrase, glaringly practical and productive of the desired results.

"It is the little things that tell," said the upperclassman as he pulled her younger brother from under the sofa. Believing that the little things count and influence greatly attitudes taken from the Normal School, we have attempted in every detail to provide for a maximum amount of participation — above all, greater coöperation between student body and faculty — so that the coming teacher may have

been graduated from a modern training school, a broad-minded institution.

Only the enthusiast can arouse enthusiasm in others. Interest is caught by the contagion of other interest. Any organization will fail in its purpose should it fail to realize this. The teacher has been trained in colleges to present scholastic subjects, but through experience she learns the problem of scholastic government. Let teacher and student work together, cultivating the habit of open-mindedness and willingness to receive and welcome truth.

20. THE STUDENT-FACULTY ORGANIZATION IN THE STATE NORMAL SCHOOL AT NEWARK

FRANCES C CASE

Representative of Student Council

It is my privilege to tell you something concerning the Student-Faculty Organization of the New Jersey State Normal School at Newark.

Our aim, first and foremost, is to promote coöperation — coöperation between the student body and the faculty, as well as within each class, between one class and another, and within the student body as a whole. In this way, we aim to create the right school spirit, to create an incentive for academic attainment, and to provide for individual development.

Perhaps the clearest way of explaining this Student-Faculty Organization is to give you a *résumé* of the school life of one class, having lived through it chronologically myself.

When we come into the State Normal School at Newark as Junior B's, certain steps are taken by the faculty to perfect an organization of our class. Dr. Willis, our principal, introduces us to our faculty adviser, first of all, who gives us a few kind words of greeting and encouragement to make us feel at home. A little time is given us, of course, to become acquainted with faculty and classmates before we are

actually organized. However, at an early class meeting, a constitutional committee is chosen to draw up a class constitution. This is done more as a matter of form than anything else, for the government of each class is practically the same. The constitution is later submitted to the class for approval.

In the meantime, each section (for every class is divided into sections) is asked to choose one or two leaders. These section leaders form the representative body of the class. Their duties consist in keeping their sections informed upon all important matters relating to the class, and in being responsible for their section activities. They are accountable for regulating the student traffic, the conduct to and from classes, making certain that self-restraint and a quiet atmosphere are in evidence. The leaders are our representatives on the fire patrol. They are to be of special service to the faculty and to the school whenever called upon. They are to assume responsibility in the classroom during the absence of the teacher. They are to collect class dues. They may call upon classmates for assistance in any duties at any time. In fact, they are leaders in every sense of the word, and must be chosen carefully. New section leaders are chosen each term, so that a fair number are given an opportunity for this valuable experience. Meetings of the representative body can naturally be held much oftener than class meetings. The plan works very successfully.

Election of class officers takes place in Junior B term after we have a constitution, and each succeeding term the procedure of election is practically the same. Each section submits the names of three persons who would make good officers. Certain academic standards, as well as personal requirements, are set for eligibility to nomination. After the students whose names are on the list of candidates for office have been given due consideration by the members of the class, we vote for a president, two vice-presidents, a secretary, and a treasurer. In this way we believe that we have the most capable people in office each term. In the Junior B term we have no social functions to plan other than our "getting acquainted" parties after school.

But in Junior A term we take upon ourselves a new social responsibility. It is customary for the Junior A's to greet the new class of Junior B's in a social situation, usually taking the form of some formal program followed by an informal hour. Each class of Junior A's tries to be entirely original in its form of entertainment. We search the class carefully for suitable committee members and for those having special talent. In this way the various talents in the class are discovered early in our school life.

This year the Junior A class planned to entertain, not only the Junior B's, but also the parents of the Junior B's and Junior A's, at an evening entertainment in the form of a "spring festival."

During the third term, we have fun planning for our faculty tea. The social grace which all Senior B's acquire in being hostesses at this function is invaluable.

When we are Senior A's, in addition to planning for Senior Day and graduation, we have the Senior Prom, our last big social affair. Here we feel the deep influence of the social contact with our faculty and with one another.

The Student Council, which I mentioned before, is a powerful factor in Newark Normal. It consists of all the officers of the four classes, the faculty advisers, and the vice-principal. Many important issues of school government are decided at our Student Council meetings.

We feel that our Student-Faculty Organization is successful only so far as it develops on the part of the individual the attitude of coöperation in whatever situation the student finds himself now and later. It promotes fellowship, it maintains high academic standing, and it develops leadership and service — service to our faculty, our school, and one another.

I recall one episode last year which is typical. Dr. Willis was entertaining two hundred guests, representative school teachers, principals, and superintendents of the state. Being most hospitable, he wished to include luncheon in the day's program. The capacity for serving so large a group was limited. He called upon the Student Council, who gladly took

over the full responsibility for serving that luncheon. It was a busy, coöperative, and happy time for all.

Such occasions help to develop the atmosphere in Newark Normal which ex-Senator Frelinghuysen, then the President of the State Board of Education, felt when he remarked: "This should be called the 'Sunshine School'!" That name has clung ever since.

21. THE STUDENT ASSOCIATION OF THE STATE NORMAL SCHOOL, DANBURY, CONNECTICUT

GRACE TREAT

President of the Association

I THINK the Student Organization of the Normal School at Danbury is probably the youngest one represented here today, our first election of officers having been held in March. Perhaps you would like to know how we came into being.

The senior class had discussed the idea with our Principal, Mr. Higgins, and he asked Dr. Suhrie to visit us and tell us about such organizations. Dr. Suhrie came to us at Danbury in January and addressed the student body and faculty in assembly. There was much interest in his address, and the students became very enthusiastic over the idea of effecting an organization in our school.

An advisory council was soon formed, representatives from each division being chosen. This council met several times with the Principal and the Dean, Miss Broughton, and plans were discussed. After a tentative scheme for organization had been worked out, it was presented to the senior class for acceptance. Plans were then made for the first election.

The name of our organization is the Student Coöperative Government Association. This is quite a lengthy name, but to my mind the most important part of it is the one word "Coöperative." One of the aims of the organization is to live up to the fullest possible meaning of that word. It had been my experience before returning to normal school to teach in a graded school where a student-government organi-

zation was put into being. Instead of developing the desired results, it produced a decidedly officious manner in certain pupils who had an exaggerated idea of their importance.

No student group can usurp the rights and privileges of the administrative officers and faculty of any school, nor can they take over their responsibilities. The principal is held directly responsible by the state, and nothing can alter this fact. There are, however, many times when these organizations can coöperate with the heads of the school and give valuable assistance in ways which are very beneficial to students themselves.

The purpose of our organization is to maintain high standards of thought and action and enlarge our educational advantages by extending opportunities for student responsibility. We want the students to feel that they are the custodians of the school spirit and that they must uphold the high standards for which the school has always stood.

I will explain our school organization and our method of electing officers. There are but two classes, senior and junior, each of which has separate class officers. In making nominations for this new organization, each of the four divisions of the senior class named two candidates. A nominating committee chose four of these for president, and four for secretary. All members of the General Assembly, which includes all students and members of the faculties of the Normal and Training Schools, participate in the voting. A date was set for the election, printed ballots were prepared, and careful plans were made to take care of the voting. Senior girls tended the ballot box, and four girls assisted the Dean in counting the votes. Each person, in voting, chose three candidates for each of the two offices, marking the first choice "1," second choice "2," and third choice "3." In counting, each first choice counted 3, second choice 2, and third choice 1. The scores were then added, and the candidate having the highest numerical score was thereby elected president; the second highest, provided the candidate was from the alternating pair of divisions, was elected vice-president. Similarly the results were counted for secretary and assistant secretary.

These four officers are also the officers of the council, which includes four more seniors and four juniors. They are each named by their own division members.

Meetings of the council are held weekly. I do not feel that we can boast yet of many accomplishments, but we are trying to make a beginning slowly but surely. We want to get the organization into good running order so that it can be left to the next classes to carry on where we leave off.

At our council meetings there is no faculty representative. There was some discussion about this at first, but we decided that students would discuss their affairs more freely without any faculty member present, just as the faculty in their meetings would feel freer without the presence of students.

We conduct our meetings in an orderly and dignified manner. All council members take part in the discussions freely and without restraint. The meetings are not open to any one else except the Principal, who is welcome at any time. The president has the privilege of inviting any one in for advice, or of calling committee chairmen in to make reports. The council is empowered to act as a court of justice in case of necessity, but fortunately we have not been called upon to act in that capacity.

We have spent quite a little time in the choice of committees to look after certain phases of school life. Chief among these are a Library and an Assembly Committee. For the personnel of these committees, one member is chosen from each division of the two classes, making eight in all, with a chairman and vice-chairman from the seniors. The Assembly Committee has in addition a representative from each of the clubs, Glee, Dramatic, Rural, and Outing. The Library Committee assists the Librarian in checking up the use of reserve books and in finding offenders of these privileges, and also in helping to establish habits of neatness and order in the uses of the books and tables in the room. The Assembly Committee will have charge of arrangements for assembly programs. The Principal of the school appoints several members of the faculty to serve with these students.

One of the duties before us at the present time is the selection of candidates for the officers for the next year. These nominations must be made by the council, and naturally by the senior members. This necessitates a great deal of time and careful effort to make the right choice from a group of girls with whom we are not so well acquainted. Right here we get the coöperation of the faculty members who have the juniors in class. After the nominations are made, the council will be responsible for presenting them to the faculties of the training schools. We plan also to have rallies at the Normal School so that every one may become better acquainted with those for whom they must vote.

One splendid result of these meetings is the fact that they bring together girls who would meet in no other way. We become acquainted with girls from other divisions whom we never meet in the classroom, and with girls from the junior groups also. The committee meetings provide this same opportunity to other girls. In choosing girls for these committees, we learn much about the characteristics and talents of those who have been strangers to us. All this helps to smooth down the barrier which sometimes is apparent between different divisions, and makes for a better school spirit of unity, with every one striving toward the same goal.

Matters discussed in council meetings are reported to the Principal at informal conferences. I find that many students would prefer to have the president go to the Principal than to go directly to his office themselves. Evidently the old dread of "going to the Principal's office" is still upon them — it is much easier to ask some one else to go, and the new president is a convenient one to send. However, this gives this student officer many opportunities to know of things which are going on and of conditions which need attention, and by keeping in touch with the Principal she can give him information which might not otherwise come to his attention.

Our school work was so splendidly organized before we adopted this scheme that we are still feeling our way to know just how much we shall do. The constitution is in the making, but before the end of this school year we expect to have it well worked out and ready for adoption. When the new

officers are elected they will be invited to attend our meetings, thereby becoming familiar with our procedure and our plans for the future. They will be somewhat prepared then to assume the full responsibilities next year, and the work will begin smoothly at the opening of the new school year in September.

There are many things for us to accomplish in the short time before we graduate, but our slogan has been to proceed slowly and cautiously, attempting to carry out certain policies which may prove to be lasting, instead of making unwise moves which might later have to be changed. We, the first officers and council members, want to establish only such principles and practices as may be successfully carried on in future years.

22. STUDENT GOVERNMENT IN THE STATE NORMAL SCHOOL, PATERSON, NEW JERSEY

HELEN T. WALDRON

President, Student Council

THE keynote of the meeting this morning is really student government. These words — “student government” — were at one time like echoes to us at Paterson State Normal School; echoes from far, far away. In the last few years, however, they have come nearer and nearer to us, so that now they are not echoes at all. At one time we couldn’t tell the many people who talked to us about student government anything about ours, simply because we didn’t have any in our school. I even remember that I sometimes used to wonder just what was really meant by student government, and how much the students could do in governing a school.

We have found out since then, for in October, 1925, through the encouragement of Mr. Shaffer, who came to us that year as our principal, and Miss Jackson, the Dean of Women at Paterson State Normal School, we started our own student government. Now, when people come to talk about student

government, we can tell them, in turn, much about the work of our organization.

Yesterday we were given our first real chance to show whether our student government could take charge of the school. We know that schools in New York were closed to give the teachers the opportunity to come to this conference, but Mr. Shaffer placed his school in charge of the student government of Paterson State Normal School. We considered this a great honor and did our best to take the place of the principal and the faculty. I am happy to say that things went along smoothly, and we consider this, our first charge, a success.

The aims of our student government are :

1. To unify the many-sided life of Paterson State Normal School.
2. To plan, develop, and control, through the efforts of the student body, with the advice of the principal and faculty, a well-organized community.
3. To constitute a medium for expressing opinions of the students as a whole and of individual organizations on matters of general interest.
4. To instill a higher sense of honor and coöperation among the students and faculty. We try always to work with these aims in mind.

Like others, our student government is based upon a constitution, but this, as you know, is only the framework for the mechanics of our government.

Our constitution provides for a governing body in a council. This is composed of ·

1. The Executive Committee, which consists of the officers of the council, the presidents of all classes, and a faculty representative appointed by the principal.
2. The vice-presidents of all classes.
3. The section leaders — those that take charge whenever the teacher is out of the room.

4. The chairmen of standing committees. We have nine of these committees, each with a vote in the council. They are :

- | | |
|-------------------------------|----------------------------|
| (a) Executive Committee; | (f) Eligibility Committee; |
| (b) Finance Committee; | (g) Program Committee; |
| (c) Bulletin-Board Committee; | (h) Service Committee; |
| (d) Publicity Committee; | (i) Athletic Committee. |
| (e) Social Committee; | |

Besides these many representatives to the council, the presidents of all chartered organizations have a vote in that body. We have six of these at present, but that doesn't mean that we shall not have more of these organizations in the future. Those that have charters now are :

- | | |
|--|---------------------|
| 1. Glee Club; | 4. Library Council; |
| 2. Dramatic Society (Masque and Masquers); | 5. Fine Arts Club; |
| 3. Poetry Club; | 6. Camera Club. |

So, if we take all of these together, we have a council of 35 members. This council meets every other Friday for discussion of various matters; the alternating Fridays are given to Executive Committee meetings. This means that on every Friday afternoon there is a meeting that has to do with student government; one week, the Council, and the next week, the Executive Committee.

We want most of all, however, that you should know about the work of our student government — what it has done, what it is doing, and what it hopes to do. We are really quite proud of the work that has been accomplished by our student government in such a short time.

One of the first accomplishments of our government was the obtaining of a bulletin board. This was the work of the Bulletin-Board Committee. Upon this board are placed clippings, pictures, notices, and other matters that are of interest to the students as a whole.

We now have arm-bands to tell what school we represent. This was the good work of the Athletic Committee. We think this is good advertisement, and we are quite proud of

the first appearance of our arm-bands. Several weeks ago the Rotary Club held a convention at Paterson, and some of the normal students assisted at the convention. They had expected to help only the first day, but, because of their efficient services, were asked to assist both days. Each of these students wore one of the P. S. N. S. arm-bands. We hope and are sure that we shall have many opportunities to use them for similar occasions in the future.

Each year certain classes have been delegated to take charge of certain activities in our normal school. For instance, the Junior A's are responsible for the Junior B initiation. However, there has never been anything that tells the classes what each should do each year. We decided, therefore, that it would be a good idea to have some school traditions based on these activities, and we are now working on a list. Thus far, we have the following traditions, but we hope to add many more.

1. Junior B initiation by Junior A's;
2. Senior B initiation by Senior A's;
3. Welcome Day for new students, Armistice Day, and also a day in June;
4. Christmas party given by Senior A's;
5. May Day for the school.

In making this list, we are not only adding to the activities of the school, but we are also providing material for our handbook, which we consider a big achievement. It is called *Handbook of Paterson State Normal School*, and this first issue contains :

1. A message from Mr. Shaffer, our principal;
2. Names and addresses of the faculty;
3. School calendar;
4. Copy of our constitution;
5. Space for students' programs;
6. List of officers of different classes and of chartered organizations;
7. Athletic notes;
8. School songs and cheers;

9. Rules for good sportsmen ;
10. Message from Miss Jackson, Dean of Women ;
11. Memoranda space.

We have found our handbook for this year very helpful, and we are sure that next year's will prove just as useful.

We now have a school paper — *The Normalite*. We have tried for a long, long time to have such a paper, and we finally have one. The first issue came out several weeks ago, and we expect our next issue at the beginning of June.

Nor must I forget to mention what our Program Committee has done this year. Aside from arranging special programs from time to time, this committee has taken charge of our regular assembly programs, with the exception of Friday, which is reserved for Mr. Shaffer. Each Senior B, in turn, conducts the exercises, and plans to have a program that will interest all. It may be singing, dancing, reading — anything that is different. These programs have added a great deal to our assembly periods, and as this is the first time that we have ever had anything of the sort, we are proud of the success that this experiment has proved to be.

The work of our student government thus far has been within the school itself, and has been felt chiefly by the school community. We are now working on something that will reach out to all the people of the city and neighboring communities and be a source of enjoyment to many.

This big undertaking is to be a series of fine entertainments to be given next year under the auspices of our student government. In October we are to have a recital by Florence Easton, soprano soloist from the Metropolitan Opera Company. Miss Thelma Given, violinist, will entertain in November. In December we shall have a Normal School Night, presenting three one-act plays by our Masque and Masquers. The Cherniavsky Trio give a violin, piano, and cello program in January, and the course is closed by a recital given by Arthur Middleton in March. Season tickets will be sold, and every one interested in a fine type of entertainment will be given the privilege of enjoying our course for an absurdly low price. This, we feel, is perhaps the biggest

and the most important work of our student-government association, and we are looking forward with eager anticipation to next year.

I haven't said anything at all about the relationship between the faculty and the student body, but it is hard to separate them. We all work together. Each of our organizations at Paterson State Normal School has one member of the faculty as its adviser. For instance, Mrs. Ash, the music director, works with the Glee Club; Miss Gill, English instructor, works with the Masque and Masquers. So it is with the rest of the organizations, and we cannot, therefore, draw a dividing line.

It is the coöperative work of the principal, faculty, and students that has made our student government what it is.

23. THE STUDENT ASSOCIATION OF THE NEW YORK TRAINING SCHOOL FOR TEACHERS

BEATRICE E. LEVY

President of the Association

It is indeed an honor to represent a school like ours. No doubt, most of you have heard about our beautifully equipped new building. It would be foolish for me to try to tell, in this short address, about the wonders of this edifice, so I will have to confine myself to the Students' Association and its various activities.

The provisions of the students' constitution in our school give every student the opportunity of indirectly expressing opinions and offering suggestions. This is made possible through what is known as the Students' Council. This council consists of elected representatives from every section in the school. It is a body of students meeting regularly once a week to discuss problems concerning the school. The president of the Students' Association, with the advice of the principal and faculty, immediately takes action upon the matters discussed. Very often the president finds it advis-

able to invite the principal or a faculty member to attend these student meetings.

It is difficult to speak of the Students' Council without mentioning a word about our organization room. Our new building provides for a special meeting room for students. This, of course, lends dignity to the atmosphere and encourages representatives to express opinions freely.

Another interesting feature of our student government is a special committee known as the Judiciary Committee. The chairman is elected by the entire school. The other members of the committee are appointed by the president of the Students' Association. This group considers any disciplinary problems that may confront us. It then acts wisely and fairly after weighing the various judgments. The verdict passed by this committee is then presented to the principal of the school, who either rejects it or accepts it as the final decision.

There are many social activities in our school. It has been the custom for the Freshman B class to give a welcome party to the Freshman A class. Then the Freshman A class, in order to show their appreciation of this warm reception, reciprocate by giving the Freshman B class a party. These affairs are supposed to be a freshman concern only, but very often some juniors and even seniors are found wandering around, taking an active part in the jolly times. Each term our Junior A class gives a dance in honor of the Junior B class. This event takes place outside of school, usually in one of the hotels of the city. Of course, during the year — on such holidays as Christmas and Easter, for instance — the entire school comes together for a good time.

Another important event is the annual Field Day. On this day, which, as a rule, takes place in the month of June, the students meet at Pelham Bay Park. This year special preparations are being made. Every class has been asked to prepare a special dance number, which is to be performed before the Queen of the Day and her attendants. Our usual athletic activities will follow these dances. The big feature of the day is the faculty versus senior baseball game. This event always causes great anxiety, and by mutual con-

sent on the part of the faculty the seniors are usually proclaimed victor.

It may be interesting to note something about our club activities. We have a club in connection with almost every department in the school. Our Athletic Association is concerned with any athletic activities outside of school. These activities include, among others, hockey, tennis, and swimming.

We have made special effort to keep in close contact with our Alumni Association. The first Monday of each month is given over to our former students. On this day many of the graduates return to their Alma Mater, meet their teachers and classmates, and, as the most important feature of the afternoon, "have a cup of tea." In addition to these monthly "get-togethers," the Alumni Association have an annual luncheon. This event always offers an enjoyable afternoon for all who participate.

Our school is very proud of a scholarship fund which is partly supported by the Students' Association. This scholarship is given to a graduate of the school who has shown particular ability in art work. It provides for further study in art at Fontainebleau, France. The money is usually raised by a school theater party or a school bazaar.

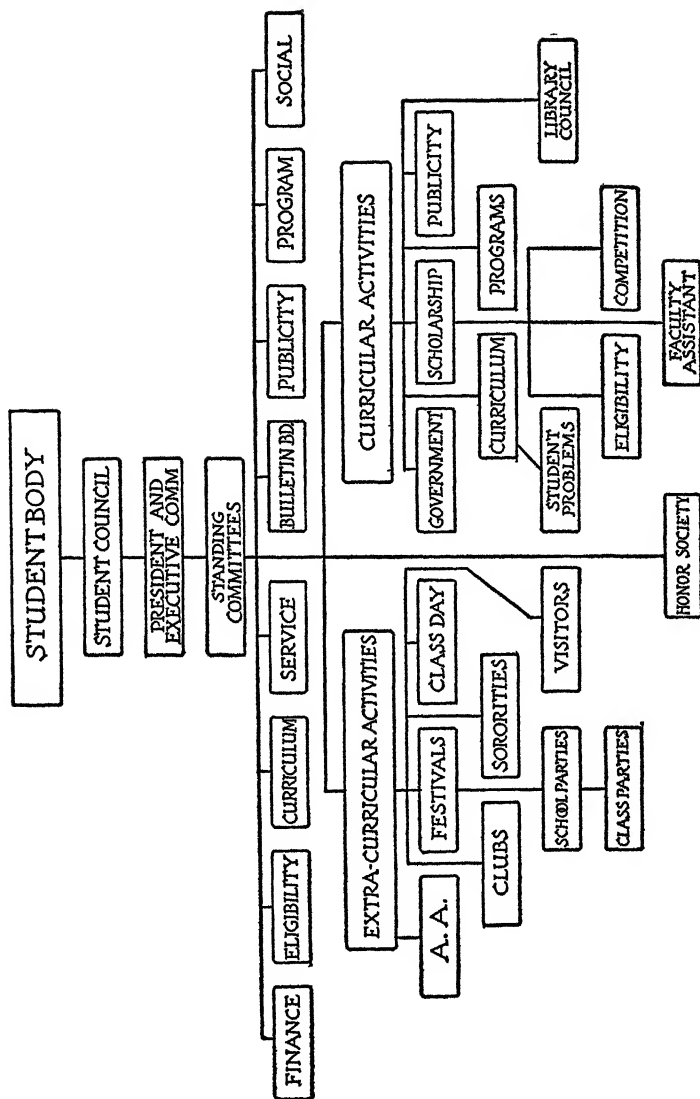
Of course, the students realize that all these activities would be practically impossible if we did not have the willing coöperation of our principal and faculty. It has been their untiring help in both work and play that has made us want to do the things that will lead our school on to greater fame.

24. ORGANIZATION AND ACTIVITIES OF THE STUDENT GOVERNMENT OF THE STATE NORMAL SCHOOL, MONTCLAIR, NEW JERSEY

WILLIAM TWITCHELL, JR.

President of the Association

IN reading this report, it will be necessary to refer continually to the chart which accompanies it. This chart is



ORGANIZATION CHART OF THE MONTCLAIR, NEW JERSEY, STATE NORMAL SCHOOL

an attempt to show our organization in a clearer and more concise way than could be done by simply writing of it.

The first heading, occupying the most prominent position on the chart, is "Student Body," signifying that our organization and all our activities are a direct growth from the student body, and that all must look to the student body for support.

Next in importance is the Student Council, which is the legislative body. Each section room elects two representatives to the council. This provides for as even a representation as can be secured.

Knowing the futility of discussing all matters such as would appear before the council, in a group of 35 or 40 girls, the framers of our constitution provided for an Executive Committee within the council, to be made up of the officers of the council and the vice-presidents of classes. The Executive Committee considers all matters first, and then presents them to the council with its decision on the matter, with the reasons for its decision. In this way our work is accomplished more quickly and efficiently.

The eight standing committees which appear next in line are acknowledged to be one of the most important features of our organization. They are faculty-student in nature; each section room elects one student to each of the committees, while the faculty representatives are appointed by our principal, Mr. Sprague. Each committee selects its own chairman from among its number, the chairman being a student, of course. Although each committee has a particular work to do, as is suggested by the names, the chairman of each committee is a member of the council, and any committee may make recommendations to the council. The work of the standing committees will be mentioned in regard to the curricular and extra-curricular activities.

Here our line separates, forming two great divisions in our activities, curricular and extra-curricular. Let us first consider the extra-curricular activities. A. A. stands for Athletic Association, of which we have two, women's and men's. The women's is by far the more important, for nearly every girl in the school is a member. The girls' association regularly carries on inter-class games in baseball and basket

ball, with an occasional game with a visiting team. They also have a spring track meet and tennis tournament, and this year, in addition, a cheering contest, which improved our spirit somewhat and our cheering appreciably, since there was more room for improvement in the cheering. The boys' A. A. may be considered comparatively prominent when it is understood that there are but eleven fellows in school at present. We manage to produce a creditable basket-ball team which can compete successfully with the smaller high schools in the vicinity. Aside from basket ball and beating the faculty at baseball, we have no other athletic activities; but following the custom of the girls, we generously award ourselves letters at the season's end.

We have five clubs in our school, namely, Dramatic, Science, Literary, Up-to-Date, and Glee Clubs. The Dramatic Society, which has approximately 200 members and produces a play each month, is our largest club. This spring the Dramatic Society, in conjunction with the Departments of Music, Physical Education, and Manual Arts, produced an outdoor Robin Hood play which proved a decided success. Our Science, Literary, and Up-to-Date Clubs are comparatively small, but their members are particularly zealous. The Science Club recently arranged a volcano exhibit for the school, and, accompanied by several explanatory lectures, it developed into a most enlightening and interesting project. Every term the Literary Club publishes a book of original poems to which the whole school is invited to contribute, and on more than one occasion we have been entertained by plays written by members of the club. The Up-to-Date Club, whose name is suggestive of its aim, favors us with assembly programs on the holidays, and we are ever aware of its work by reason of these and the speakers it brings to us. The Glee Club, which boasts no male members, is a live organization and is heard from on most occasions which are of interest to the whole school. Our festivals and school parties refer us to the Social Committee, which arranges these affairs. Usually we have a Halloween party, a Christmas party, and a Spring Festival, but an active committee often has other parties in celebration of the other

holidays. At these parties music, entertainment, and refreshments are provided by the committee, the association pays the bills, every one comes, and "a good time is had by all." Class parties are those given by one class to another, and are usually settled by custom. They are held in the dormitory, and there is a program of dancing and original acts by the hosts. We have the Greek-letter sororities at Montclair. Though there is actually no connection between the sororities and the council, we know they play a very definite part in the social life of certain popular young ladies. "Class Day" is a farewell entertainment given each term by the Senior B's. It is recognized as an opportunity for the class to show its spirit, initiative, and originality. Each class endeavors to outdo the preceding class, and these two factors combined lend their influence toward making Class Day at Montclair a day to remember. You see we have "Visitors" listed under extra-curricular activities. This may seem strange, but we feel that because of the contributions they make to us from the platform, and the opportunities the students have of meeting them and talking with them, as the girls of our Service Committee do, they are very worth while and valuable to us.

The other division of our activities is the curricular. Here "government" is, in all probability, of greatest import. The Student Council likes to feel and does feel that it plays a very definite part in governing the conduct of the student body in general. As an outgrowth of this responsibility, the wishes of the council are recognized in regard to abolishment of old rules and the formation of new ones felt to be necessary, as well as in regard to the enforcement of established precepts.

The curriculum itself is of primary interest and importance to every student, and this refers us to our standing Curriculum Committee. Since its establishment the Curriculum Committee has shown its usefulness on two scores: first, by the institution of a new speech course, and, second, by the reduction of time spent in manual arts during the Senior B terms. Both these changes were the result of a questionnaire which was given to each student, the results of which showed

the changes desirable. The original purpose of the questionnaire was to get the student reaction to an extension of the course. Though the answers were favorable to such a procedure, nothing has come of it as yet; but Mr. Sprague has said he has used the results a number of times in settling questions of administration. As a side issue under the curriculum work, we have student problems. The students in practice sent their most difficult problems in; after tabulating them, it was found that the majority related to individual child nature. This showed conclusively that this field was not being adequately covered in the psychology and pedagogy courses, so that next term we are expecting the institution of a new topic in pedagogy or psychology.

Directly related to curricular activities is scholarship. We have two checks on our scholarship: first, in competition, both class and individual, and, secondly, in the matter of eligibility. Not the best class, but the class which improves most during the term, is awarded the Chapin Memorial Cup. In the matter of the individual award, each class nominates the person it believes to be most deserving, and the faculty makes the final choice from among those nominated. Our second check on scholarship is the standing Eligibility Committee, which keeps track of all our committee members and officers. A person failing in three hours' work is warned, and if the deficiency is not repaired after two weeks, the failing student is dropped and his place filled by another. Another phase of scholarship is that of "Faculty Assistant." By that we mean the students substituting for absent faculty members either by appointment or by tacit consent. For it is understood that some one must step to the fore and fill the vacancy.

Our assembly programs are a vital part of our curricular activities. The Program Committee arranges for them, securing speakers and musical talent, while our clubs or classes frequently make contributions.

The Publicity Committee, which announces coming events and reports upon those past, is an essential part of our organization. We try to have commuters elected to this committee so that our news can be carried out to the local

papers in the surrounding towns each day. We can probably say most of publicity in the shortest time by calling it motivated English. The Publicity and Bulletin-Board Committees are closely affiliated, for the compositions of our reporters are posted on the bulletin board with those of the celebrities.

Lastly we have the Library Council, whose duty it is to assist the librarian in every possible manner. Our Library Council recently recommended a set of very stringent rules, which were passed by the council. These rules were thought harsh at first, but it was explained that there were but a few offenders who were continually negligent, which was proved by records the Library Council had kept. So you see our Library Council is a live organization.

Just to make this pedagogical, a short summary is in order. What is the relation of the Student Council to the school? The Student Council is the legislative body, and is composed of two representatives from each section room. What is the relation of the Executive Committee to the council? The Executive Committee is composed of the officers of the council, and the vice-presidents of classes. It considers all matters first, and makes its recommendations to the council. What is the relation of the standing committees to the council? Though each committee has a work of its own, its chairman is a member of the council, and the committee may make recommendations to the council through its chairman. What is the relation of extra-curricular activities to the council? The presidents of clubs are members of the council, and all activities excepting sororities are controlled in a financial way by a budget which our Finance Committee prepares each term. What is the relation of the council to the curricular activities of the school? In such matters as curriculum, government, scholarship, publicity, and programs, the relation is direct and purposeful, while in other matters it is merely the weight and power of approval combined with that of censure and disapproval.

Recently there has been a new development at our school, and we have taken the liberty of entering it upon the chart,

as we believe it to be very worth while. At the base of the main line running through the center of the chart, you will find the heading, "Honor Society." Its purpose is to recognize the "all-round" student. We have arranged the membership on the 100-point basis; that is, each extra-curricular activity is rated in a point scale, and 40 points are required in scholarship, and at least 40 points in extra-curricular activities. The remaining 20 points may be taken in either or both. By requiring such a large percentage of both curricular activities, we plan to exclude both the "grind" and the "popular hero" and recognize the well-rounded student only. The standards are set so high that not more than three or four per cent of the students will be able to attain them; thus it is a real distinction to be elected to the society. On the other hand, we believe this plan superior to the competitive awards, for one is attaining a standard and not competing with his fellow students who are possibly better equipped than he. We believe the Honor Society will be a great power for good in the school, not only in raising the scholarship standards, but in the weight the opinion of such a body will carry. Though the society has no actual power in the government, its office will be much like that of the President's Cabinet.

Next, may we state the aims of our organization? Aside from the formal aims as stated in the constitution, such as forming a well-organized community, establishing a medium through which the students may express themselves as a body, and so forth, we have come to recognize deeper and more fundamental aims. Some of these more basic aims may be said to be: the development of leadership and initiative among the students; the thorough appreciation of the spirit of democracy in realizing that the school is for the students and is just exactly what the students make it, no more and no less; the thorough inculcation of the "Spirit of Montclair," which is expressed in our motto, "All for one, and one for all"; the realization of civic obligation by endeavoring to make our organization vital to every student; harmonious relationships with others; the pursuit of wholesome pleasure, and, lastly, scholastic and professional success.

These, then, are our underlying aims, and we firmly believe our organization is so constructed as to insure their final accomplishment.

25. SELF-EXPRESSION AND STUDENT INITIATIVE AT THE MAXWELL TRAINING SCHOOL FOR TEACHERS, NEW YORK CITY

MAE G. KELLY

President of the General Organization and the Senior Class

I HAVE ten little minutes in which to explain how the energetic students of Maxwell Training School for Teachers practice self-expression. Their best means of self-expression is through their various organizations. The largest and most representative association is the General Organization. We aim to have every student and teacher in its membership. All students and faculty members who pay the small fee of 25 cents a semester are entitled to its privileges. With this money a fund is established. This fund is used to purchase any articles which the Board of Education does not furnish, or to defray expenses of entertainments, etc.

We supply baseball uniforms, athletic emblems, linen and supplies for the rest room, and several other accessory needs of the school. This semester the General Organization secured the services of the American poet Edwin Markham. His lecture recital was very enlightening and entertaining, and the students were indeed inspired. We who heard him will cherish the memory of that occasion as long as we live. Also, the General Organization sent delegates and financial support to the Teachers' Joint Salary Committee, because of its interest in the restoration of the pupil-teachers' pay.

The General Organization is officered by a staff of students elected by the entire student and faculty body. It has as its honorary president Miss Emma L. Johnston, our principal; also, serving as treasurer, Mr. Lister, a member of the faculty.

These, of course, are the business details of the organization, but how do the students practice "self-expression"?

One of the best illustrations is to be found in the election of officers for the General Organization. Competition is in full sway, and it serves to bring out the coöperation, loyalty, and improvising genius of the students. The school is turned over to the General Organization for an hour or more.

But about one week before this, the campaigning has started. The building is dressed anew. The walls are hidden behind artistic posters dwelling on the charms of the candidates. The most versatile and mirth-provoking schemes are worked out. The competition is keenest when a young man is running against a young woman. The campaign managers distribute charming printed circulars. All in all, the school is in the midst of a great excitement, and by the time election day comes, the teachers and students are keyed up for any kind of activity. The students and teachers gather together in the assembly hall, which is gayly decorated with banners strung across and all over. The president of the General Organization officiates. The speakers very freely express their opinions regarding their candidates. Many novel and amusing features are brought into the speeches, and the audience even gets its chance to show its enthusiasm by cheering and singing. This meeting is managed entirely by the students without the supervision of any teachers.

In the same way we have forums. When the students conduct a student forum, all teachers absent themselves. The president of the General Organization has charge of the meeting, and the students freely present their needs and discuss the best means of providing for them. The secretary of the General Organization submits the minutes to the principal. So you see a real democratic attitude prevails in Maxwell.

In the government of the Maxwell Training School for Teachers, the students are always represented. On assembly days the president of the General Organization sits on the platform with the faculty. She has a permanent place and chair in the first row. She is privileged to speak to the student body and faculty at any of these meetings. She is

also privileged to have a desk in the principal's office, where she can meet the students at regular office hours. Thus immediate personal attention can be given to student needs and student requests.

There are also four other types of associations in the school : Educational, religious, social, and athletic.

The propriety of organizing religious societies in a public institution might be questioned, but we believe that in Maxwell we may have these societies without offending, in any way, people of any religious faith. We have three religious societies, the Newman Club, the Bible Reading Club, and the Menorah Society. I could speak at length on each of these societies and the excellent work that each is doing. It was through the students' own volition that these societies were organized, after securing the consent of the principal to the undertaking. They are making a wonderful contribution to the good work that our school is carrying on. Instead of making for division in the school, they have made for greater unity, since each society endeavors to have among its members the most worthy and loyal children of Alma Mater.

Besides these means of self-expression, we also have an association that is very valuable and dear to all Maxwellites. It is the Association of Junior Teachers. Students who excel and are the best-gifted in the subjects of the elementary school curriculum are selected to help those who have discovered that they need some assistance. One of the most wonderful results of this is the coöperative spirit between junior teacher and student. Many, many times the gap is bridged by admiration and love. This period lasts for one month for each teacher. The junior teacher is treated as an assistant faculty member; she observes the same hours and has the same privileges as members of the faculty. This has been in effect for two or three years, and has proved very successful both as to results obtained in the subject and as to coöperation.

Another "institution" recently organized is the staff of senior administrators. They are the administrators of senior classes. They have charge of all the business details of the

section assigned to them. The students realize the superior administrative qualities possessed by these seniors, and admiration, coöperation, and loyalty are the result. It is a great honor and a greater joy to be appointed either junior teacher or senior administrator.

There are numerous other societies controlled by the students, as, for example, the Psychology Club, the Glee Club, the Johnston Literary Club, the Baseball and the Basket-ball teams, etc.

We students aim to have our school world like the outside world, to have a democracy like our great American democracy. And since our group is smaller in comparison with the American nation, it should be easy to establish higher ideals and a truer democracy.

All these activities are carried on after school hours, and, combined with the theory and practice work, make us very happy and active members of Maxwell Training School for Teachers.

26. STUDENT GOVERNMENT IN THE STATE NORMAL SCHOOL, TRENTON, NEW JERSEY

FRANCES JANNEY

President, Student Council

STUDENT government is still an experiment in modern secondary education, though in universities and colleges it is no longer a brand-new thing. There it has been found a good method to develop self-control. Of course each individual cannot be left entirely free to follow his own line of least resistance. There must be standards to guide his ethical conduct. Isn't it nearly always true that when a task is placed as a personal responsibility upon an individual, he tries to carry it to the best of his ability? So it is in student government — each student feels it his duty to govern himself in accordance with the constitution which he had a part in making.

Thyrza W. Amos, Dean of Women at the University of Pittsburgh, says that a college is a democratic community with three classes of citizens — administrators, teachers, and students — whose interests are mutual and inseparable. She says that students should know the art of government as well as the other arts and sciences, and that they should learn this art by actual practice in it. There is another point she emphasizes, which I think is of prime importance; it is that the faculty and students should realize the value of counseling together in the practice of government as well as in formal studies.

To an increasing degree the discipline of Trenton Normal School is being taken over by the students. Discipline is becoming more and more a matter of self-government for each individual rather than government by duly elected students. There is a growing appreciation of the necessity for self-control by those who are to become teachers. Unless they have learned to govern themselves, they are not likely to succeed in training children in right habits of thought and conduct.

The student-government organization of our school controls the dormitory life of the students. It is one of the most independent of its kind. I feel that I must say right here that it stands out in contrast to a great many student governments which function only in name. Ours functions not only in name, but in actual practice. The constitution is really carried out in nearly every respect.

Our principal, Dr. Bliss, fortunately holds that practical modern opinion of which I spoke before — that when students are given the opportunity of shouldering a responsibility and of administering their own punishment, the law-breakers will decrease in number, and a more ideal community will be realized.

The will of our resident students is expressed through a council consisting of nine representatives from the girls' dormitories. This body holds weekly meetings where questions concerning the welfare of the school receive thorough consideration. Its recommendations are submitted for approval at a meeting of the student body called by the

president of council. Thus it is evident that each student has a part to play in this organization, for the rules are made by the students themselves. Moreover, they elect certain members of their own group to be their leaders in the enforcement of these rules.

The election of officers is held on the first Tuesday of June, when ballots may be cast from eight in the morning until four in the afternoon. The way we conduct elections at Trenton is probably not much different from that of other schools. The president, vice-president, and secretary of council for the ensuing year are nominated in May by petition. Each petition must have 25 signatures. No member of the association may sign more than one petition for any one office. The petitions must be handed to the council on or before the last Tuesday in May.

The members of the council of the Student Government Association are elected by the senior and junior June classes on the first Tuesday of November. Each class is entitled to two representatives. On the first Tuesday in April a joint meeting of the senior and junior February classes elects one representative from each class. All these representatives hold office for one year. In the absence of any officer, on account of her term of practice-teaching, the council makes an interim appointment.

Every Tuesday evening at 9:30 the Student Council has its regular meeting. The dean of women always attends. Our present dean, Miss Marshall, has such a sympathetic attitude toward the needs and aspirations of our students that she is the eagerly sought leader in the establishment of our democratic ideals. The dean is not only an ex-officio adviser to the council, but is also in charge of special permissions for going out in the evenings, going home over the week-end, etc. Two members of the faculty who live in the dormitories meet alternately with the council. They are the dean's assistants, who help her in any way they can. I should like to mention here the commendable fact that the dean and her assistants always use great discretion in matters discussed in the council meetings, speaking only when they are asked for their advice. There is a feeling that the faculty

place confidence in the councilors. This makes the latter work harder and more conscientiously.

The fact that the three women's dormitories are joined by corridors on each floor makes it possible for them to be under the same government and to have the same officers. To obtain quiet and to have the same quietness throughout the halls during study hours and after the lights are out, proctors are elected. Every five weeks, the girls on each floor elect a proctor from nominees who have been approved by the council, from among those who have been in the school for at least a year. The floor proctors elect head proctors for each of the three dormitories, and the latter keep their office for ten weeks. The proctors are taking great pride in trying to keep their halls quiet. Probably one incentive is the award of a blue-and-gold-colored proctor flag given to the girl who has carried out her duties successfully for her term of office. To control the girls, the proctors are privileged to give a reprimand; and when a girl gets three, she automatically comes up before the council and receives a "campus."

Just before the council meeting every Tuesday night, the proctors assemble to report any reprimands that have been given and to discuss any problems that have arisen, such as: Is a girl permitted to be in the fountain room after 10:15? May she use the telephone more than five minutes? May she sit under a hall light to finish a letter? Etc.

In our constitution there is nothing said about cigarettes, but it does forbid anyone to have matches, because there is great danger of fire in some of our buildings. Last fall an incident occurred which was the first of the only two cases of its kind we have had this year. It was not brought before the council. About the second or third week of school, two girls went to the dean in a terribly emotional condition and said that they had foolishly, the night before, smoked some cigarettes in their room. After their conference with the dean, they went to the president of the council to explain what had happened. They said they had never done it before, and could not give any reason why they had tried it this time except to "be smart," as they expressed it. They were the type of girls who are very conscientious, yet who,

not having been away from home before, wanted to try this experiment. As we always try to foster the idea of having girls confide in us if anything has gone wrong, and because they were new students, we decided not to inflict punishment upon them, but to keep their confidence and give them a good warning. We feel that it has worked successfully, for only one other case of smoking has been brought to our attention this year in a group of 240 girls. In this other case the girls were campused for six weeks, over week-ends. Last year a girl had been suspended from school a month for smoking. I wonder if schools are considering it as great an offense this year as they did last.

Our constitution formerly had an article which prohibited girls from riding in automobiles with young men except when accompanied by a suitable chaperon. Conditions arose which showed that this article was unsatisfactory. For example, three girls had permission to go to the movies with young men. As it happened to be raining very hard, the girls slipped around the corner with their escorts and, without permission, got into their car to ride downtown. The girls did the perfectly natural thing, even though a violation of the constitution; but if the rule had been different, so as to make provision for inclement weather, the trouble might not have occurred. As a punishment for their misdemeanor, they were all three suspended from school for two weeks.

This year we felt that this article, along with numerous others, needed a little changing to harmonize with present social conventions. Consequently, after the council had changed some of the articles and added others to the constitution, it was submitted to the assembly and student body for acceptance. The most radical change was in the article on automobile riding, which was worded in this flexible manner:

“Students may not ride in automobiles without first securing permission. Permission will be given usually in the following circumstances:

1. Automobiles may be used as a means of conveyance to and from a student's home, provided the student's parents give their consent.

2. Automobiles may be used when necessary as a means of conveyance within the city limits with the knowledge and consent of the dean.
3. Drives with parents or relatives visiting here will be permitted, but invitations to take drives with young men, unchaperoned, may not be accepted."

You can easily see how flexible and how inclusive that article is. It provides for the unexpected and the last-minute necessity as well as for the regular weekly permissions. The dean has at her discretion the privilege of approving or of vetoing a request from parents to give their daughters permission to ride with young men unchaperoned.

One of the best ways in which I can give you an idea of what our student government is doing at Trenton is to tell you briefly of our Student Day. Dr. Bliss, his faculty, and the dean of women step out of their positions for one whole day and leave everything to the students. They are not supposed to come into the building that day, even if they have forgotten something. Last year was our first attempt at anything of this kind. Then we began organizing and planning about two weeks ahead of the day. This year no definite date had been set, but at the end of the third quarter it was thought best to have it before the new officers came in for the fourth quarter, so only two actual days were used in preparation for that eventful Friday. The administrative offices were filled by members of the Student Council and by a few of the members of the Executive Board. (The Executive Board is a tentative organization in which representatives of commuters and boarders are brought together to discuss questions which concern *all* students. It is in contrast to the council, which has to do only with resident students.) The president of council took the principal's place, president of Executive Board took the assistant principal's place, vice-president of council took the dean of women's place, etc. One member of each class was chosen by the instructor to teach on that Friday. If for any reason a class had no teacher on Friday, the captain of the section was to see that there was one appointed.

The girl who was assistant principal that day went with

me to visit at least fifteen classes, and in every case the discussions were being carried on with great dignity. Work and interest were outstanding features in all the rooms. One geography class was having a very interesting stereopticon lecture.

I should not have given you a true picture of this day if I had said nothing about the attitude of the student body toward Student Day. It is really a remarkable sight to see 500 students silently line up in two corridors preparatory to marching into the auditorium for chapel, where, as on other days, there is that usual buzz of passing of greetings and ideas. The chapel room was so quiet while I read from the Scriptures that it almost took my breath. You can imagine an almost deathlike silence. Every one felt such a heavy responsibility that the day should "go off" well. We had one or two visitors who seemed to be pleased with the work that was being done.

Just after chapel we had a fire drill. The building was cleared, both training school and normal school, in a very short time. Our drills in the dormitories just across the street differ from those in the main building in that they are practiced in the middle of the night, and there are officers, chief, captains, and lieutenants, who have a system of checking up to find if every one is out of the building.

This Student Day has a great many advantages. Every one in the school is planning to be a teacher some day. And why not let them see how it feels to have the responsibility shifted to them instead of being merely students sitting back care-free? It creates a closer and more intimate acquaintance of students with the inner workings of the school. This in turn develops a sympathetic and coöperative spirit, which is so vital in an institution of any kind.

I hope I have been able to give you a little idea of how our Student Government Association is working, and for what it stands. It has been a great pleasure to me to represent the New Jersey State Normal School on this program, and as the last speaker I am very grateful for the splendid hearing you have given me.

Concluding Remarks by the Chairman

EVERY student representative who has appeared on this program this morning has spoken as one baptized in the spirit of that famous motto which was placed in the Francis Parker School in Chicago: "Not what we get from this school, but what we bring to it, makes it a good school and helps us." We all ought to be deeply gratified, as I am sure we are, by the prospect of great professional leadership among the list of those who have so well interpreted to us the policies and programs, the current practices and the hopes and aspirations, of the student organizations of our normal schools. I hope the story of this conference may be reported effectively before the whole student body in each and every normal school here represented.

This is my standard definition of a school: "A school is a place where young people come together to educate themselves and each other with the help of good teachers." The normal school, more than any other type of school, should stress the exercise of initiative and the development of a sense of responsibility for full and intelligent and whole-hearted coöperation on the part of its students. The young people who have spoken give us renewed assurance that the teachers of tomorrow now in training in our normal schools will be able to provide a better type of leadership in public education than we have yet had. They are learning to work with one another and with their instructors and the school officials generally.

I hope you and the institutions you represent may be counted upon to coöperate in all necessary preparations for such a conference next year. Will you not please give to your presidents, your faculties, and your fellow students the sincere thanks of all of us who have been privileged to hear your interesting reports? I want to announce that if possible these reports will be printed at an early date for general distribution among the teacher-training institutions of the entire country.

Will the members of the Executive Committee please remain in this hall for a short meeting?

REPORT OF THE MEETING OF THE EXECUTIVE COMMITTEE

At a meeting of the Executive Committee held on Saturday, May 15, 1926, in the Roof Garden of the Hotel Pennsylvania, the chairman was authorized to call the committee together at any time on a week's notice to consider recommendations concerning (1) the time and place of the next annual session of this conference, (2) the program of topics and speakers, (3) plans for perfecting the organization of the Normal School and Teachers College Section and increasing its active membership, (4) methods of securing funds for the publication of the proceedings of the annual conference and of important special studies made under the auspices of the section. A vote of thanks was unanimously passed (1) to the management of the Hotel Pennsylvania for providing an attractive, commodious, and comfortable meeting place for the conference, (2) to the Gimbel Brothers' broadcasting station for broadcasting the banquet addresses, (3) to state school commissioners and city superintendents, to state and city directors of normal school systems, and to normal school and teachers college presidents for their official coöperation in making this first conference a conspicuous success, and (4) to all who presented reports to the conference.

The chairman was instructed to secure, if possible, the early publication of the proceedings of this conference.

Each member of the Executive Committee pledged himself to secure, if possible, for membership in the section all his faculty associates in the home institution.

It was tentatively agreed that the second annual conference of the section should be held, if a suitable date can be agreed upon, at some time during the month of April, 1927.

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